

EDUC 771: LGBTQ+ in Higher Education

Fall 2023

Center for the Study of Higher and Postsecondary Education
University of Michigan

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Director, Spectrum Center, University of Michigan

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Email: [REDACTED]

- Always include “EDUC 771” in your subject line.
- My goal is to reply to all emails within two business days. I will not respond to emails during weekends or in the evenings.

Class: [REDACTED]

Office Hours: Office hours are held weekly on Wednesdays from 10 to Noon by appointment. There are a few weeks when office hours will be held on a different day. To schedule an appointment for regularly scheduled office hours, please sign up on [this appointment page](#).

- Please put your name in the “What” field.
- Please include a brief description of what you would like to discuss in the “Description” field.
- If these times do not work for you, email [REDACTED] with “EDUC 771” subject line. Please include information about what you would like to discuss in the body of the email.

All office hours will be held virtually via Zoom [REDACTED] unless otherwise specified.

Please do not use the office hours link on the Spectrum Center website for anything related to this class.

Please note: the instructor reserves the right to update this syllabus at any time. Considering how quickly the landscape of LGBTQIA2S+ rights is changing, we may need to be nimble and shift readings to explore emerging issues.

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Introduction

Land and Labor Acknowledgment

“The University of Michigan is located in the Huron River watershed, on land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are the Ojibwe, Odawa, and Bodewadmi. As we work, live, and learn on these territories we must keep in mind the ongoing effects of colonization, the communities’ struggle for self-determination, colonial state violence and the recognition of Indigenous sovereignty. Through scholarship and pedagogy we work to create a future in which the past is thoroughly understood and the present aims to enhance social justice while enacting an ethic of care and compassion.”

[Cited](https://sites.lsa.umich.edu/inclusive-teaching/home/about-us/), with gratitude to University of Michigan’s *The Inclusive Campus Collaborative* (<https://sites.lsa.umich.edu/inclusive-teaching/home/about-us/>)

Whose land are you on?

Course Descriptions & Objectives:

Through their participation in this course students will:

- Deepen their understanding the history of LGBTQ people and spaces in higher education
- Complicate narratives of LGBTQ+ people in higher education
- Identify core concerns and challenges for practitioners is serving and supporting LGBTQ+ students
- Gain skill in design interventions to serve and support LGBTQ students

This course offers an introduction to LGBTQIA2S+ identities, communities, and scholarship in postsecondary education. The course is designed to focus on practitioners, offering a bridge between theory and praxis. Throughout our time together we will examine the experiences of LGBTQIA2S+ people in higher education and explore how practitioners can serve and support LGBTQIA2S+ communities. We will draw inspiration from a variety of sources, with the goal of application. You will be asked to consider how your post-graduate work will lead to more just, inclusive, and equitable campus communities and learning environments for LGBTQIA2S+ people.

Course Format & Expectations

Each week, you will be asked to consider a set of readings. This course employs a “flipped classroom” model, in which all of us are educators and learners. You will be expected to come to class ready to discuss the readings. You should note key themes, important ideas, identify inconsistencies, and make connections while reading. You should also write down questions that

arise. Engage critically with our course materials and be ready to engage with them in critical ways when we are together each week.

This class is designed as a seminar and your participation is critical. **Class attendance is required.** Being late or missing class will negatively impact your learning. Therefore, students are expected to attend all class meetings. If a situation should arise in which you are unable to attend a class, please let me know as soon as possible.

Please note: sharing your thoughts in this class is important, but so is actively listening to your classmates and the instructor when they share their ideas.

We will discuss readings in class through a variety of pedagogical approaches. Some weeks we will have presentations from members of our class. Several times throughout the semester, we will invite speakers to attend to discuss our weekly theme or another related topic.

This course deals with gender and sexuality, as well as many other social identities. As such, it is important that we treat each other with dignity and respect in class discussions. While the concept of “safety” is precarious, we will strive to create a learning environment in which each of us can engage with the material and with each other in meaningful ways. To do this, we must be conscious of the roles identity, power, oppression, and privilege play in the classroom.

On the first day of class, we will co-construct a list of expectations for one another which will serve as our guide in relating to one another.

Grading and Assignments

In general, assignments will be evaluated using the following criteria:

- demonstrates a complex understanding of social research as a kind of inquiry
- quality of discussion, analysis, argumentation, and elaboration of important ideas
- organization (logical progression of ideas and arguments)
- clear and engaging writing
- balanced, critical discussion of ideas or arguments
- effective use of relevant literature to support claims
- integration of ideas across readings.

These criteria will be further explained in the assessment rubrics that I will use to evaluate your work, and that I will provide to you in advance of the due date of the assignment. ***Please consult the rubric before you begin writing your assignments so you understand the expectations for each.***

Total Points Possible: 100 Points

Grading Scale: The scale used for determining final course grades will be:

A	3.8 - 4.0	C+	2.49 - 2.69
A-	3.5 - 3.79	C	2.1 - 2.39
B+	3.2 - 3.49	C-	1.8 - 2.0
B	3.0 - 3.19	D	1.5 - 1.79
B-	2.7 - 2.99	F	Below 1.5

Grading Breakdown:

Class Participation	10%
Community Engagement Reflection Papers	30%
Group Presentations	20%
Theory to Praxis Project	40%

Assignments:

Please note: detailed expectations and a grading rubric will be provided for each assignment.

Community Engagement Reflection Papers (30%) - CERP

Each student will attend three LGBTQIA2S+ public community events and write a reflection for each event. Within each reflection, students should describe the event, connect the event to our readings and in-class discussions, and reflect on the experience. Events should be approved by the instructor before selection. Each paper is worth 10% of your final grade.

All reflection papers are **due within two weeks of the event date**. The last day to turn in reflections is **November 27th at noon**.

[Rubric Link](#)

Solo Topic Presentations (20%) - SP

Groups will provide a short presentation on the state of the research/literature on the topic they have selected. Possible topics include:

- LGBTQIA2S+ People and MSIs
- LGBTQIA2S+ People and Community Colleges
- LGBTQIA2S+ Latine/a/o/x Students
- LGBTQIA2S+ Black Students
- LGBTQIA2S+ AAPI Students
- LGBTQIA2S+ Indigenous Students
- LGBTQIA2S+ Disabled Students
- Safe Zone Trainings
- Queer and Gender Affirming Sexual Health Education
- Whiteness and Gender and Sexuality Centers

Each group will present during their assigned week. Each presentation should be between 20 and 30 minutes in length. Groups should plan to include 4 to 6 sources.

The bibliography and the slides should be submitted in Canvas by midnight on the date of their presentation.

[Solo Topic Presentations Rubric Link](#)

[Sign-up Link](#)

Theory to Praxis Project (40%) - TPP

The Theory to Praxis Project is a semester long project in which you will identify an issue or area of concern faced by LGBTQIA2S+ people in U.S. higher education, research and examine the topic, and design an intervention as a practitioner. You will:

1. Identify a pressing issue or concern faced by LGBTQIA2S+ people in U.S. higher education.
2. Explain the issue and make a case for your choice.
3. Provide historical and organizational context.
4. Apply at least three theories or core concepts we have discussed in class.
5. Design an intervention.

The TPP is comprised of five parts:

- Proposal (1) due on **September 25 at Noon** (0 pts - Complete/Incomplete; no further work accepted until the proposal is reviewed)
- Lit Review (2) due on **October 30 at Noon** (10 pts)
- Presentation on the intervention (3) and handout (4) due on **November 27 at Noon** (5 points each)
- Final Paper (5) due on **December 8 at Noon** (20 pts)

Please carefully read the rubric for this assignment.

Course Policies

Late Assignments

You are expected to submit assignments on the announced dates via Canvas unless other arrangements are made with the instructor. Assignments submitted after the due date without prior notice will receive point reductions—the later the submission, the more points deducted.

Writing Style

- All citations and reference lists should conform to the style manual of the American Psychological Association (7th edition).
- All written assignments must be typed, spell-checked, proofread for grammar and usage.
- All written assignments must be typed, double-spaced, Times New Roman, 12-point font with 1" margins on all sides, and should be page numbered.
- All written work should *a/ways* fall within the word count. Please include the word count (excluding the reference pages) within a parenthesis at the end of your last section of your assignment. For example: (2500)
- When you submit an assignment to Canvas save the file with your last name + underscore + assignment acronym
 - For example:
 - Beal_CERP1
 - Beal_TPP
 - For your group/partner assignment use all last names, for example:
 - BealSmith_GP
- In class, you will receive more explicit instructions for completing course assignments. You are responsible for asking questions if anything is unclear.

Academic Integrity

You are expected to comply with the Rackham Policy on Academic Integrity. Academic dishonesty includes, but is not limited to, falsifying or fabricating information, plagiarizing the work of others, facilitating or failing to report acts of academic dishonesty by others, submitting work done by another as

your own, submitting work done for another purpose to fulfill the requirements of a course, or tampering with the academic work of other students. If you are unsure what constitutes a violation of academic integrity, please come talk with me.

Services for Students with Disabilities

The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a disability-related barrier should contact Services for Students with Disabilities (<https://ssd.umich.edu/>; 734-763-3000 or ssdoffice@umich.edu). For students who are connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns please contact your SSD Coordinator or visit SSD's Current Student webpage. SSD considers aspects of the course design, course learning objects and the individual academic and course barriers experienced by the student. Further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience.

Religious Observation

This class observes University defined holidays. Because other days may be of more significance to you than a University-designated holiday, please inform me as soon as possible if a class day or due date for a class assignment conflicts with your observance of a holiday that is important to you. I will work with you to accommodate your needs.

SUPPORT & RESOURCES

During their academic careers, students experience stressors and issues ranging from academic concerns to personal crises (including, but not limited to alcohol/drug use, anxiety, depression, difficulty eating/sleeping, family worries, loss/grief, sexual assault, or strained relationships). These mental health concerns and/or personal events may affect your well-being and lead to diminished academic performance and ability to fully engage with those around you. Below you will find some resources that are available to you. If I can be helpful to you in this regard, please let me know. And, if the source of your stress is academic, we can find solutions together. Seeking help is a courageous thing to do for yourself and those who care about you.

For personal concerns, U-M offers the following resources:

- [Counseling and Psychological Services \(CAPS\)](#) – At this time, the SOE does not have an embedded SOE counselor. Until we do, we recommend that you reach out to Laura Monschau, the embedded CAPS Counselor in Rackham (734-764-8312; lauralm@umich.edu). You can also call 734-764-8312; for after-hours urgent support, call and press 0.
- [Office of Student Conflict Resolution](#) - 734-936-6308; offers multiple pathways for resolving conflict
- [Office of the Ombuds](#) - 734-763-3545; students can raise questions and concerns about the functioning of the university.
- [Services for Students with Disabilities \(SSD\)](#) - 734-763-3000; accommodations and access to students with disabilities
- [Sexual Assault Prevention and Awareness Center \(SAPAC\)](#) - confidential; 734-764-7771 or 24-hour crisis line 734-936-3333; addresses sexual assault, intimate partner violence, sexual harassment, and stalking
- [Spectrum Center](#) - 734-763-4186; support services for LGBTQ+ students
- [Trotter Multicultural Center](#) - 734-763-3670; intercultural engagement and inclusive leadership education initiatives
- [University Health Service \(UHS\)](#) - 734-764-8320; clinical services include nurse advice by phone, day or night
- [Well-being for U-M Students website](#) - searchable list of many more campus resources
- [Wolverine Wellness](#) - confidential; 734-763-1320; provides Wellness Coaching and much more

Addendum: Use of AI (Course Policy)

ChatGPT and other similar technologies are advancing rapidly and there are many instances where they will be key tools in your schoolwork and career. For the purposes of this class, we are asking all students to pledge that they will *not* use these technologies. We believe this is key for this learning environment because we want you to learn how to *critically engage with* the material we'll be discussing, including learning how to search for and identify relevant sources, synthesize these materials, and make recommendations without the aid of technology. Artificial Intelligence cannot do this learning for you. Students who are found to have used ChatGPT or the like to complete their assignments will receive a grade of zero for that assignment.

Course Plan:

Week 1 - August 28	
Theme	Assignments Due
Foundations	<ul style="list-style-type: none"> • Read the syllabus • If possible: Complete Introduction to LGBTQIA2S+ Communities and Identities webcourse.
Notes:	
<ul style="list-style-type: none"> • Class activities: <ul style="list-style-type: none"> ◦ Identity Inventory ◦ Course agreements and expectations ◦ Modeling pronoun go-rounds 	
Readings:	
<p>Required:</p> <p>Jourian, T. J. (2015). Queering constructs: Proposing a dynamic gender and sexuality model. <i>Educational Forum</i>, 79, 459–474. https://doi.org/10.1080/00131725.2015.1068900</p> <p>Michigan State University Gender and Sexuality Campus Center (n.d.) <i>Glossary.</i> https://gsc.msu.edu/education/glossary.html (skim – do not read in depth)</p> <p>https://www.texastribune.org/2023/08/17/university-houston-lgbtq-center-dei-ban/#:~:text=University%20of%20Houston%20students%20brace,diversity%2C%20equity%20and%20inclusion%20offices.</p>	

Labor Day - September 4 (No Class)

Week 2 - September 11	
Theme	Assignments Due
History of LGBTQIA2S+ People in Postsecondary Education Slides Link	<ul style="list-style-type: none"> • Complete Introduction to LGBTQIA2S+ Communities and Identities webcourse developed by Spectrum Center

Notes:
<ul style="list-style-type: none"> During class we will select weeks and partners for the group/partner presentations. Presenting solo is allowed. Presentation sign-up.
Readings:
<p>Required:</p> <p>Duran, A., Catalano, D. C., Pryor, J. T., Taylor, J. L., & Jourian, T. J. (2022). Mapping the rise of LGBTQ+ student affairs: A 20 year review. <i>Journal of Student Affairs Research & Practice</i>, Online publication, 1-13. https://doi.org/10.1080/19496591.2022.2032112</p> <p>Garvey, Jason C., Laura A. Sanders, and Maureen A. Flint. (2017). "Generational Perceptions of Campus Climate among LGBTQ Undergraduates." <i>Journal of College Student Development</i> 58 (6): 795-817. https://doi.org/10.1353/csd.2017.0065</p> <p>Rankin, Susan, Jason C. Garvey, and Antonio Duran. (2019). "A Retrospective of LGBT Issues on U.S. College Campuses: 1990–2020." <i>International Sociology</i> 34 (4): 435-454. https://doi.org/10.1177/0268580919851429</p>

Week 3 - September 18	
Theme	Assignments Due
<p>LGBTQIA2S+ Students in US Higher Education: Climate, Identity, and Community</p> <p>Slides Link</p>	<p>Review Des' materials.</p>
Notes:	
Guest Speaker: Des Velázquez (5:00 to 6:00 EST)	
Readings:	
<p>Required:</p> <p>Duran, A., Pope, R. L., & Jones, S. R. (2020). The necessity of intersectionality as a framework to explore queer and trans student retention. <i>Journal of College</i></p>	

Student Retention: Research, Theory & Practice, 21(4), 520–543.

<https://doi.org/10.1177/15210251198955>

Hill, R. L., Nguyen, D. J., Kilgo, C. A., Lange, A. C., Shea, H. D., Renn, K. A., & Woodford, M. R. (2021). How LGBTQ+ Students Thrive in College. *Journal of Student Affairs Research and Practice*, 58(3), 267–281.

<https://doi.org/10.1080/19496591.2020.1738241>

Nicolazzo, Z., Pitcher, E., Renn, K. A., & Woodford, M. (2017) An exploration of trans* kinship as a strategy for student success, *International Journal of Qualitative Studies in Education*, 30:3, 305-319, DOI: 10.1080/09518398.2016.1254300

Catalano, D.C.J., Nicolazzo, Z., & Jourian, T.J. (2020). Engaging transgender students. In Quaye, S. J., Harper, S. R., & Pendakur, S. L. (Eds.), *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (3rd ed., pp. 179 – 195). Routledge.

<https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=5985849>

Harper, S. R. & Baxter, K. S. (2020). Engaging queer students. In Quaye, S. J., Harper, S. R., & Pendakur, S. L. (Eds.), *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (3rd ed., pp. 161–178). Routledge.

<https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=5985849>

<https://nbdiversity.rutgers.edu/sites/default/files/2021-02/White-Paper-Final.pdf>

Recommended:

Marine, S. B. (2011). Stonewall’s legacy: Bisexual, gay, lesbian, and transgender students in higher education. *ASHE Higher Education Report*, 37(4), 1–145.

<http://dx.doi.org/10.1002/aehe.3704>

[Abes, Elisa A., Susan R. Jones, and Marylu K. McEwen. 2007. “Reconceptualizing the Model of Multiple Dimensions of Identity: The Role of Meaning-Making Capacity in the Construction of Multiple Identities” *Journal of College Student Development* 48 \(1\): 1-22.](#)

Stewart, DL, and Z Nicolazzo. 2018. “High Impact of [Whiteness] on Trans Students in Postsecondary Education.” *Equity & Excellence in Education* 51 (2): 132-145.

<https://doi.org/10.1080/10665684.2018.1496046>

Week 4 - September 25	
Theme	Assignments Due
Gender and Sexuality Resource Centers	By NOON EST - Theory to Practice Proposals Due
Notes:	
<ul style="list-style-type: none"> • Guest Speaker: Tristan Morton • Group/partner presentations begin 	
Readings:	
<p>Required:</p> <p>Bazarsky, D., Edwards, B. J., Jensen, L., Subbaraman, S., Sugiyama, B., & Travers, S. (2022). Standards of practice: Core competencies for LGBTQIA+ directors and professionals in higher education. <i>Journal of Diversity in Higher Education</i>, 15(2), 141–152. https://doi.org/10.1037/dhe0000282</p> <p>Catalano, D. C., & Tillapaugh, D. (2020). Identity, role, and oppression: Experiences of LGBTQ resource center graduate assistants. <i>Journal of Student Affairs Research and Practice</i>, 57(5), 519–531. https://doi.org/10.1080/19496591.2019.1699104</p> <p>Gilbert, C., Siepser, G. C., Fink, A. E., & Johnson, N. L. (2021). Why LGBTQ+ campus resource centers are essential. <i>Psychology of Sexual Orientation and Gender Diversity</i>. https://doi.org/10.1037/sgd0000451</p> <p>Lange, A. C. (2019). "Envisioning new praxis for gender and sexuality resource center: Place-consciousness in post-secondary education." <i>Thresholds in Education</i>, 42(1), pp. 59–73.</p> <p>Recommended:</p> <p>Beemyn, B. (2002). The development and administration of campus LGBT centers and offices. In R. Sanlo, S. Rankin, & R. Schoenberg (Eds.), <i>Our place on campus: Lesbian, gay, bisexual, transgender services and programs in higher education</i> (pp. 25–32). Westport, CT: Greenwood Press.</p> <p>Tillapaugh, D., & Catalano, D. C. J. (2019). Structural challenges affecting the experiences of public university LGBT services graduate assistants. <i>Journal of Diversity in Higher Education</i>, 12(2), 126–135. https://doi.org/10.1037/dhe0000079</p> <p>Sanlo, R. L. (2000). The LGBT resource center director: The new profession in</p>	

student affairs. *Journal of Student Affairs Research and Practice*, 37(3), 485–495. <https://doi.org/10.2202/1949-6605.1113>

Sanlo, R., Rankin, S., & Schoenberg, R. (Eds.). (2002). *Our place on campus: Lesbian, gay, bisexual, transgender services and programs in higher education*. Greenwood Press.

Self, J. M. (2015). Queering center: A critical discourse analysis of university LGBT center theoretical foundations. *Journal of Critical Thought and Praxis*, 4(2), 1–39. <https://doi.org/10.31274/jctp-180810-48>

Week 5 - October 2

Theme		Assignments Due
LGBTQIA2S+ Faculty and Staff		
Notes:		
<ul style="list-style-type: none"> • Theory to Practice Proposals returned to students (tentative) • Guest Speaker: Dr. Kristopher Oliveira • Group/partner presentation 		
Readings:		
<p>Selections from Pitcher, E. N. (2018). <i>Being and becoming professionally other: Identities, voices, and experiences of U.S. trans* academics</i>. Peter Lang.</p> <p>Lange, A. C., Duran, A., & Jackson, R. (2019). "The state of LGBT and queer research in higher education revisited: Current academic houses and future possibilities." <i>Journal of College Student Development</i>, 60(5), 511–526. https://doi.org/10.1353/csd.2019.0047</p> <p>Oliveira, K. A., González-Siegel, V. A., Feldman, S., Kannan, K., Woods, C., Pryor, J. T., Duran, A., Catalano, D. C. J., & Jourian, T. J. (2023). An autoethnographic exploration of the realities of engaging in trans and queer center(ed) diversity work. <i>Journal of Diversity in Higher Education</i>. Advance online publication. https://doi.org/10.1037/dhe0000501</p> <p>Pryor, J. T., & Hoffman, G. D. (2021). "It feels like diversity as usual": Navigating institutional politics as LGBTQ+ professionals. <i>Journal of Student Affairs Research and Practice</i>, 58(1), 94–109.</p>		

Week 5 - October 2

<https://doi.org/10.1080/19496591.2020.1740717>

Week 6 - October 9

Theme	Assignments Due
Advocacy I: Restrooms, Changing Rooms, Housing, Nondiscrimination Policies, Spaces	
Notes:	
<ul style="list-style-type: none"> • Group/partner presentation • Guest speaker: Chris Stone-Sewalish 	
Readings:	
<p>Mundy, D. E. (2018). Identity, visibility & measurement: How university LGBTQ centers engage and advocate for today's LGBTQ student. <i>The Journal of Public Interest Communications</i>, 2(2), 239–263. https://doi.org/10.32473/jpic.v2.i2.p239</p> <p>Spectrum Center's Trans Guide to U-M</p>	

October 14 - MSU LGBTQIA2S+ Research Symposium

(Fall Break - October 16 & 17 - No Class)

October 17 - Student Life Research Symposium with keynote Dr. Alex C. Lange

October 18 - Event with Dr. D-L Stewart // Meal with Dr. D-L Stewart

Week 7 - October 23	
Theme	Assignments Due
Advocacy II: Demographics, Names, Pronouns	
Notes:	
<ul style="list-style-type: none"> • Guest Speaker: TBA • Group/partner presentation 	
Readings:	
<p>Required:</p> <p>Garvey, J. C. (2019). Queer quantitative query: Sexual orientation in higher education surveys. <i>Journal of College Student Development</i>, 60(4), 495–501. https://doi.org/10.1353/CSD.2019.0042</p> <p>Garvey, J. C. (2020). Critical imperatives for studying queer and trans undergraduate student retention. <i>Journal of College Student Retention: Research, Theory and Practice</i>, 21(4), 431–454. https://doi.org/10.1177/1521025119895511</p> <p>Selections from The Consortium of Higher Education LGBT Resource Professionals. (In Process). “Suggested Best Practices for Serving Trans Students.”</p> <p>Spectrum Center’s Trans Guide to U-M</p> <p>Spectrum Center’s Collecting Demographics guide</p> <p>Recommended:</p> <p>Garvey, J. C. (2014). Demographic information collection in higher education and student affairs survey instruments: Developing a national landscape for intersectionality. In D. Mitchell, C. Simmons, & L. Greyerbiehl (Eds.), <i>Intersectionality and higher education: Research, theory, and praxis</i> (pp. 201–216). New York, NY: Peter Lang.</p> <p>Garvey J.C. & Dolan C.V. (2021) Queer and trans college student success. In: Perna, L.W. (ed) Higher Education: Handbook of Theory and Research. Higher Education: Handbook of Theory and Research, vol 36. Springer, Cham. https://doi.org/10.1007/978-3-030-44007-7_2</p>	

Week 7 - October 23

Garvey, J. C., Hart, J., Metcalfe, A. S., & Fellabaum-Toston, J. (2019). Methodological troubles with gender and sex in higher education survey research. *Review of Higher Education*, 43(1), 1–24. <https://doi.org/10.1353/RHE.2019.0088>

Greathouse Maren and BrckaLorenz, A. and H. M. and H. R. and R. S. and S. E. B. (2018). A meta-analysis of queer-spectrum and trans-spectrum student experiences at us research universities. In K. M. Soria (Ed.), *Evaluating campus climate at US research universities: Opportunities for diversity and inclusion* (pp. 49–75). Springer International Publishing. https://doi.org/10.1007/978-3-319-94836-2_3

Week 8 - October 30

Theme	Assignments Due
Politics and Policy	By NOON - Theory to Praxis Paper Lit Review Due
Notes:	
<ul style="list-style-type: none"> • Light readings this week due to TTP Lit Review • Group/partner presentation • Guest Lecturer: Michelle Wallace (6:00 to 7:00) 	
Readings:	
Selections from The Consortium of Higher Education LGBT Resource Professionals. (In Process). "Suggested Best Practices for Serving Trans Students."	
Readings will be assigned as we get closer to the course date.	

Week 9 - November 6

Theme	Assignments Due
LGBTQIA2S+ People in the Postsecondary Orgscape	

Week 9 - November 6

Notes:

- Group/partner presentation

Readings:

Required:

Catalano, D.C.J. (2015). *Beyond virtual equality: Liberatory consciousness as a path to achieve trans* inclusion in higher education*. *Equity & Excellence in Education*, 48(3), 418-435. <https://doi.org/10.1080/10665684.2015.1056763>

Copeland, O. M., & Feldman, S. (2023, August 10). I'm Not Part of Your Cis-Tem: Administrative Violence and Genderism in University Record Systems. *Journal of Diversity in Higher Education*. Advance online publication.

<https://dx.doi.org/10.1037/dhe0000509>

Pitcher, E. N., Camacho, T. P., Renn, K. A., & Woodford, M. R. (2018). Affirming policies, programs, and supportive services: Using an organizational perspective to understand LGBTQ+ college student success. *Journal of Diversity in Higher Education*, 11(2), 117-132.

<http://dx.doi.org.proxy1.cl.msu.edu/10.1037/dhe0000048>

Selections from: Ahmed, S. (2012) *On Being Included: Racism and Diversity in Institutional Life*. Duke University Press.

Recommended:

Gonzales, L. D., Kanhai, D., & Hall, K. (2018). Reimagining organizational theory for the critical study of higher education. In M. B. Paulson (Ed.), *Higher education: Handbook of theory and research* (pp. 505-559). Champ,

Week 9 - November 6

Switzerland: Springer.

Ray, V. (2019). A theory of racialized organizations. *American Sociological Review*, 84(1), 26–53. <https://doi-org.proxy1.cl.msu.edu/10.1177/0003122418822335>

Selections from Spade, D. (2015). *Normal life: Institutional violence, critical trans politics, & the limits of the law*. Duke University Press.

Week 10 - November 13

Theme	Readings	Assignments Due
Mental Health, Sexual Health, and Community Building		
Notes:		
<ul style="list-style-type: none"> Group/partner presentation (last opportunity) 		
Readings:		
<p>The Jed Foundation (2021). <i>Proud & thriving framework</i>. https://jedfoundation.org/proud-thriving-framework/</p> <p>The Trevor Project. (202). <i>National survey on LGBTQ youth mental health</i>. The Trevor Project. https://www.thetrevorproject.org/survey-2022/</p>		

Week 11 - November 20 (Trans Day of Remembrance) Short Class, Event Attendance Encouraged

Theme	Assignments Due
Trans Day of Remembrance	No assignments.
Notes:	
Readings:	
No readings.	

Week 12 - November 27

Theme	Assignments Due
TTP Presentations	Last day to turn in your community event reflection papers. Deadline is at noon.
Notes:	
Readings:	
No readings – prepare for your presentations.	

Week 13 - December 4

Theme	Assignments Due
Conclusions and Paths Forward	
Notes:	
Readings:	

Week 13 - December 4

Selections from Emergent Strategy by adrienne maree brown

Duran, A., Orozco, R. C., & Gonzalez, S. A (2020). Imagining the future of jotería studies as a framework for the field of higher education. *Association of Mexican American Educators Journal*, 14(2), 67–86.
<https://doi.org/10.24974/amae.14.2.360>

Lange, A. C. (2019)."Envisioning new praxis for gender and sexuality resource center: Place-consciousness in post-secondary education." *Thresholds in Education*, 42(1), pp. 59–73.

Selections from A Third University is Possible by la paperson

December 8 at Noon - Final Paper Due
