LIBR 513-RW1 Out, But Not Safe:
Using Literature with GLBTQ Content for Understanding
[Online]
1 Graduate Credit

Term: Summer II 2014
Dates: Web-based; runs online from July 7-August 1.
Time: Students are responsible for completing structured, weekly assignments as best fits their own individual schedules, and are not required to be online on a specific day and time.
Moodle website: LIBR 513-RW1 at http://moodle.bridgew.edu
Instructor: Dr. Anne Hird
Office hours: By appointment.
Phone: 508-531-2027
Email: ahird@bridgew.edu Use LIBR 513-RW1 for subject line.

Description: In recent years, GLBTQ teens have been coming out in increasing numbers and at a much younger age. But only moderate gains have been made in school climate for GLBTQ students. School continues to be a hostile, even dangerous, place for most GLBTQ teens. One way schools can support GLBT students and increase understanding among their peers is through the inclusion of adolescent literature with GLBTQ content in the curriculum. In this course, learn how adolescent literature with GLBTQ content can be used to increase awareness and understanding in schools.

Goals:
This course will provide educators with an overview of school climate as relates to GLBTQ teens, recent trends in adolescent literature with GLBT content, and strategies for using this literature in their schools.

Outcomes:
Successful completion of this course requires that students:

1. Identify and discuss critical issues faced by GLBTQ teens;
2. Discuss the relationships between teens’ sexual orientation and basic civil and human rights;
3. Describe cultural influences as relates to acceptance of GLBTQ teens;
4. Identify and discuss key themes and conflicts in young adult literature by/about GLBTQ teens;
5. Identify local, regional, and national resources available to GLBTQ teens and their allies;
6. Develop an annotated bibliography of books and other media resources to support GLBTQ students and increase peers’ awareness and understanding.
Required Texts: Select ONE book for each of the course topics listed below. You do not need to purchase the book; borrowing from a library or using e-book version is fine.

Coming out:

School climate:

Growing up with same-sex parents:

Transgender teens:

NOTE: Additional online resources, including news articles, research reports, and video will be made available on the Moodle website.

Course requirements and evaluation:

1. **Course reading and discussion:** Students are expected to keep up with assigned course reading. In conjunction with course reading, a weekly discussion topic will be posted on the Moodle discussion forum. Students are expected to contribute their thoughts on each topic by the posted due date. (Discussion flows best if students do not leave this all until the night before the due date.) Students may reply directly to the instructor’s question and/or to other participants’ comments on the topic. The discussion questions are designed to prompt your thinking on the topic; most questions have no “right” answer. Your participation in these online discussions replaces face-to-face class meetings and should be taken just as seriously as traditional class attendance and participation. No credit will be given for messages posted after the discussion due date. (30 points)
2. **Active learning assignments**: Students will complete two assignments that require active observation in daily life and reflection upon what was discovered through observation.

3. **Does it get better?** In this final project, each student will use course reading and media to respond to the question: does it get better for GLBTQ teens as they grow into adulthood? Included in this project will be a list of books and resources (local and online) that may be helpful to GLBTQ teens and their allies.

**Special accommodations**: Any student who, due to a disability, needs special accommodations to participate in this course and/or complete assignments should contact the professor as soon as possible so that reasonable accommodations can be made. If you have not already done so, register with the Disabilities Resources Office in the Academic Achievement Center, Maxwell Library, which is responsible for coordinating accommodations and services for students with disabilities.

**Schedule:**

- Week 1: Coming out process
- Week 2: School climate
- Week 3: Growing up with same-sex parents
- Week 4: Transgender teens
- Final: Does it get better?

**Bibliography**


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i Gay, lesbian, bisexual, and transgender, queer, questioning.
