

School of Social Work
University of Wisconsin – Madison
1350 University Avenue
Madison, WI 53706

Social Work 639: Gay, Lesbian, Bisexual, and Transgender (GLBT) Issues and Social Welfare
Spring 2016

Day/Time: Thursdays 1:20 p.m.-3:15 p.m.

Location: Social Work 106

Instructor: Maurice N. Gattis, Ph.D., M.S.S.W.

Phone: 608-263-3834

Email: gattis@wisc.edu

Office hours: Tuesdays 1:00 p.m.-3:00 p.m. and by appointment

Office location: Social Work 306

Teaching Assistant: You Hang Her, M.S.W - yher2@wisc.edu

Office hours: Thursdays 12:15 – 1:15 p.m and 3:15 – 4:15 p.m. and by appointment

Office location: Social Work 131

I. CATALOGUE DESCRIPTION

The purpose of this course is to introduce contemporary topics related to the social welfare of gay, lesbian, bisexual and transgender (GLBT) individuals. Issues addressed are related to development, health disparities, family, research, history, and ethics.

II. COURSE DESCRIPTION

The course is designed to enhance student understanding of issues related to GLBT individuals in America. A life cycle perspective will be presented to highlight the unique issues of LGBT people at various stages of human development. Overlapping sexual orientation, in addition to these generational considerations, are the many other aspects of diversity present in the LGBT community, including race, ethnicity, class, gender, physical and mental abilities, religion, and national origin. Students will be exposed to empirical literature on LGBT issues that will inform their understanding of past, present, and future challenges facing the LGBT community in light of its many complexities.

A foundation for the course will be laid by raising students' awareness of personal, interpersonal, and institutional values and beliefs and how biases may manifest as prejudice, discrimination, and oppression. The National Association of Social Workers' (NASW) *Code of Ethics* will guide discussions around viewing sexual orientation through a professional lens. Students will then be introduced to the history of the LGBT civil rights movement and the underlying theories of sexual orientation and sexual identity development.

This is a 3 credit course for social welfare majors at the junior/senior level and a 2 credit course for graduate students. Others may be admitted with instructor permission.

III. COURSE COMPETENCIES AND PRACTICE BEHAVIORS

Successful completion of this course implies that students will have progressed towards achieving some of the core social work competencies by demonstrating the following practice behaviors:

Core Competency	Practice Behavior	Assignment
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2.1.1 Identify as a professional social worker and conduct oneself accordingly	<ul style="list-style-type: none"> • Attend to professional roles and boundaries. • Advocate for client access to the services of social work. 	Service-learning
2.1.3 Apply critical thinking to inform and communicate professional judgment	<ul style="list-style-type: none"> • Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. 	Assignments 1,2 and Community-based learning
2.1.4 Engage diversity and difference in practice.	<ul style="list-style-type: none"> • Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. • Recognize and communicate an understanding of the importance of difference in shaping life experiences. 	Assignments 1,2, and Community-based learning
2.1.5 Advance human rights and social and economic justice	<ul style="list-style-type: none"> • Understand the mechanisms of oppression and discrimination. 	Assignments 1, 2 & Community-based learning
2.1.6 Apply knowledge of human behavior and the social environment	<ul style="list-style-type: none"> • Critique and apply knowledge to understand person and environment. 	Assignments 1,2 & Community-based learning
2.1.10 Engage with individuals, families, groups, organizations, and communities	<ul style="list-style-type: none"> • Substantively and affectively prepare for action with individuals, families, groups, organizations and communities. • Use empathy and other interpersonal skills. 	Community-based learning

EVALUATION AND STUDENT OUTCOMES: METHODS AND GRADING

METHODS

Course Expectations

Students are expected to:

- Attend class weekly and read required materials prior to class
- Attend and actively participate in discussion
- Turn off all cell phones and beepers during the class unless needed for employment purposes
- Use laptop computers only for taking notes in class
- Complete all assignments required for the lecture and discussion
- Complete all assignments

The instructor is expected to:

- Be available to students to answer questions and to hear concerns
- Begin and end classes on time
- Create a comfortable and open atmosphere conducive to learning
- Assure that course objectives are being met
- Assure that the class is accessible to all students

Assignments

The course assignments include: volunteering at a community agency, community-based learning journal reflection journal entries, and two writing assignments.

Volunteering

This course will require you to choose a community-based organization where you will volunteer for at least 25 hours during the semester. You will sign an agreement that will represent your commitment to work with the organization throughout the course. Your volunteer experience will be an integral part of this course. We will use it to form the basis of your journal writing, class discussions and writing assignments.

Community-based learning Reflection Journal

You will complete and turn-in at least 5 community-based learning journal entries. Community-based learning journals will reflect on readings, lectures, discussions and service. Each entry should contain 3 parts: a description of community-based learning activities, and analysis of the community-based learning experience (connecting the experience to course content, readings, lectures, films, etc.); and application and synthesis, (connecting the experience to your values and attitudes or what you think can be done). It is important to put specific activities and events into a broader context. You can turn in any of the 5 individual entries at any point in the semester, but all 5 must be handed in by **4-14**. Potential questions to guide your reflections.

- What do you see? What's particularly interesting or notable about the population, program, how things work?
- What are you feeling and why?
- Has what you've "seen" at your site supported or contradicted what you've learned in class?
- How did you handle a tough situation and why? What, if anything, would you do differently next time?
- How are you growing as a person from your experience?
- Are you learning any skills?
- How is/are the people you work with changing over the course of the semester?
- How do decisions get made at your site formally and informally?
- What could be improved programmatically and administratively about how the organization works? Why haven't these improvements been made?
- How does funding affect what happens at your site? How would your site do things differently if unlimited funding were available? What limits funding?

First paper Assignment

The paper should be a minimum of 7 and a maximum of 9 pages in length. Please format this assignment using one-inch margins, double-spacing, and Times New Roman 12-inch font. Pages should be numbered and stapled together. All assignments should be checked thoroughly for correct spelling and grammar. Use APA style with in-text parenthetical references as well as a reference list. For a useful guide on APA documentation see the UW Writing Center web page (<http://writing.wisc.edu/Handbook/DocAPA.html>). **Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.** (see UW-Madison School of Social Work's Policy on Plagiarism below). A detailed explanation of the assignment will be handed out in class.

Second Paper Assignment

Students will have the choice to pick between two paper options. For Option 1, the paper should be a minimum of 9 and a maximum of 11 pages in length. For Option 2, students will choose three images

that represent GLBT issues and highlight something they have learned in the course. For each image, the student will write a 3-4 page literature review on the concept the image represents.

For each option, please format the assignment using one-inch margins, double-spacing, and Times New Roman 12-inch font. Pages should be numbered and stapled together. All assignments should be checked thoroughly for correct spelling and grammar. Use APA style with in-text parenthetical references as well as a reference list. For a useful guide on APA documentation see the UW Writing Center web page (<http://writing.wisc.edu/Handbook/DocAPA.html>). **Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.** (See UW-Madison School of Social Work's Policy on Plagiarism below). A detailed explanation of the assignment will be handed out in class.

GRADING

Grades will be earned on the following grade point system--a total of 100 points

A	94-100	outstanding; surpasses expectations in all areas
AB	88-93	surpasses expectations in most areas
B	82-87	surpasses expectations in some areas
BC	76-81	meets expectations in most areas; above in others
C	70-75	meets expectations in most areas
D	64-69	below expectations in all areas
F	<64	fails to meet minimal expectations in all areas, not acceptable work

The grades will be earned based on the following:

<u>Assignment</u>	<u>Possible Points</u>
Volunteer Experience_____	15
Community-based learning reflection journal entries (at least 5)_____	20
Mid-term paper preliminary abstract_____	5
Mid-term paper _____	20
Final paper preliminary abstract_____	5
Final Paper_____	30
Participation and attendance_____	5
Total_____	100

There will be no mid-term or final exam for this course.

Participation is measured by the student's

- Attendance
- Demonstrated respect for classmates and the classroom environment
- Demonstrated knowledge and understanding of the assigned readings and lecture material
- Participation in the discussion and other activities as assigned

University of Wisconsin-Madison School of Social Work's Policy on Plagiarism

Academic Misconduct is commonly thought of as “cheating” in the pursuit of one’s academic endeavors. Academic misconduct rules are found in UWS 14. Information on academic misconduct rules and procedures can be found at the following website: <http://www.wisc.edu/students/conduct.htm>

“UWS 14.03 defines academic misconduct as follows: Academic misconduct is an act in which a student: (a) Seeks to claim credit for the work or efforts of another without authorization or citation; (b) Uses unauthorized materials or fabricated data in any academic exercise; (c) Forges or falsifies academic documents or records; (d) Intentionally impedes or damages the academic work of others; (e) Engages in conduct aimed at making false representation of a student’s academic performance; or (f) Assists other students in any of these acts.”

Plagiarism in Assignments

This document describes the School of Social Work’s operational definition of plagiarism, probably the most common form of academic misconduct.

Plagiarism Defined

Plagiarism is defined as:

1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of the ideas of others as one’s own ideas without giving credit.

Forms of Plagiarism

There are two major forms which plagiarism takes:

1. The use of direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting.

Direct Quote: to repeat verbatim or to copy verbatim the words of another. “Words” means passages, sentences, or paragraphs. A “passage” here is defined as six or more words.

If, in a paper, you use a direct quote from a book, article, interview, or presentation, and the quote is more than six words cited verbatim, you must put quotation marks around the quote and give credit to its author and source. For example: An author states, “The laymen’s concepts about the world of experiences may be conveniently classified into those that fulfill the function of identification and those that fulfill the function of interrelation” (Krugliani, Hamel, Maides, and Schwartz, p. 302).

- (1) You may use your own words in part of your sentence and the authors’ words in the remainder of the sentence. When you use six or more of the authors’ words verbatim, you must use quotation marks: e.g., Ordinary people usually classify experiences into those “that fulfill the function of identification and those that fulfill the function of interrelation” (Krugliani, Hamel, Maides, and Schwartz, p. 302).

Reason for quotation marks: Six or more of the authors’ words were used verbatim.

- (2) You may directly quote six words, interrupt the sentence with your own words, and then complete the sentence with the words of the authors. If any six words are used verbatim, you must use quotation marks: e.g., “The layman’s concepts about the world of experiences,” some researchers have asserted, might be classified into ones that “fulfill the function of identification

and those that fulfill the function of interrelation” (Krugliani, Hamel, Maides, and Schwartz, p. 302).

2. The other major form of plagiarism where a student (or someone else) paraphrases the ideas or research findings of another person(s), but fails to identify the sources of the ideas.

A paraphrase is a restatement of a text or passage in another form or other words. (i.e., putting into your own words the ideas of another person). Using the exemplar original statement, the following is a paraphrase:

Ordinary people usually classify their experiences into convenient categories: Those that fulfill the identification function and those that fulfill the interrelation function. (Krugliani, Hamel, Maides, and Schwartz).

Note: There is no need for quotation marks because no six words are those of the authors. However, the idea is still that of Krugliani et al., so they must be given the credit.

Other Forms of Academic Misconduct

The other forms of academic misconduct, cited in the *Academic Misconduct Rules and Procedures* referred to above, also apply to all social work students’ written work.

Penalties

Penalties for academic misconduct range from an oral reprimand to suspension or expulsion from the university. You will find more information at this website: <http://www.wisc.edu/studetns/conduct.htm>

Special Needs:

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we may work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. The McBurney Disability Resource Center (263-2741) provides resources for students with disabilities. You will need to provide documentation of disability to them in order to receive official university services and accommodations.

Please don’t hesitate to let me know if you require assistance or accommodations for any reason. I look forward to working with you to meet your learning goals.

TEXT AND READING MATERIALS

Required Books:

Beemyn, Genny. & Rankin, Susan (2011). *The Lives of Transgender People*. New York: Columbia University Press.

Foucault, Michel (1978). *The History of Sexuality. Volume 1: An Introduction*. New York: Random House.

Morrow, Deana & Messinger, Lori. (Eds.) (2006). *Sexual Orientation & Gender Expression in Social Work Practice*. New York: Columbia University Press.

Additional articles are on Learn @ UW, E-Reserve and various handouts will be distributed in class.

VI. SEMESTER CALENDAR

Items in italics indicate a due date or an action that you should take outside of the days that the class meets.

January	21	Week 1: Introduction to the Course
	28	Week 2: Foundational Understanding
February	4	Week 3: Foundational Understanding Continued
	11	Week 4: Historical Overview
	18	Week 5: Identity Development <i>Preliminary abstract for writing assignment one due</i>
	25	Week 6: Coming Out <i>Community-based learning contract due</i>
March	3	Week 7: Lesbian and Gay Families
	10	Week 8: Transgender and Intersex Individuals <i>First writing assignment due</i>
	17	Week 9: LGBT Students and Schools
	24	Week 10: Spring Break – No Class
	31	Week 11: Research with LGBT Communities
April	7	Week 12: GLBT Health
	14	Week 13: Domestic Violence and Hate Crimes <i>Final day to turn in community-based learning journal entries</i> <i>Preliminary abstract for writing assignment two due</i>
	21	Week 14: GLBT Aging
	28	Week 15: GLBT Communities and Social Policy
May	5	Week 16: GLBT Communities of Color <i>Community-based learning log of volunteer hours due</i>
	9	<i>Writing assignment two due in dropbox on Learn@UW by noon</i>

VII. COURSE CONTENT

Estimated Timeline	Topics and Assignments
Week 1 1-21	<p>Introduction to the course</p> <ul style="list-style-type: none"> ○ Introductions, overview of course, assignments <p>Required Reading: Foucault, M. (1978). The history of sexuality. Volume 1: An introduction pp3-73.</p>
Week 2 1-28	<p>Foundational Understanding</p> <p>Required Reading: Foucault, M. (1978) The history of sexuality. Volume 1:An introduction pp77-159.</p>

Estimated Timeline	Topics and Assignments
Week 3 2-4	<p>Foundational Understanding Continued</p> <p>Required Reading: Elze, D. Oppression, prejudice, and discrimination. Chapter 3 in Sexual Orientation & Gender Expression in Social Work practice. Beemyn, Genny. & Rankin, Susan (2011). The Lives of Transgender People. New York: Columbia University Press. Introduction and Chapter 1</p> <p>Recommended reading: Wilkerson, W.S. (2009). Is it a choice? Sexual orientation as interpretation. <i>Journal of Social Philosophy</i> 40 (1) 97-116. Ortiz, D.R. (1993). Creating controversy: Essentialism and constructivism and the politics of gay identity. <i>Virginia Law Review</i> 79 (7) 1833-1857.</p>
Week 4 2-11	<p>Historical Overview</p> <p>Required Reading: Messinger, L. (2006). A historical perspective. Chapter 2 in Sexual Orientation & Gender Expression in Social Work Practice (pp 18-42). Hall, S. (2010). The American gay rights movement and patriotic protest. <i>Journal of the History of Sexuality</i> 19(3), 536-562.</p> <p>Recommended Reading: Poindexter, C.C. (1997). Sociopolitical antecedents to Stonewall: Analysis of the origins of the gay rights movement in the United States. <i>Social Work</i> 42(6) 607-615. Cook-Daniels, L. (2007). Living memory GLBT history timeline: Current elders would have been this old when these events happened...<i>Journal of GLBT Family Studies</i> 4(4) 485-497.</p>
Week 5 2-18	<p>Identity Development ****Preliminary abstract for writing assignment one due</p> <p>Required Reading: Morrow, D.F. (2006). Gay, lesbian, and bisexual identity development. Chapter 4 in Sexual Orientation & Gender Expression in Social Work Practice (pp 81-104). Beemyn, Genny. & Rankin, Susan (2011). The Lives of Transgender People. New York: Columbia University Press. Chapter 2 Orne, J. (2011). "You will always have to 'out' yourself": Reconsidering coming out through strategic outness. <i>Sexualities</i> 14(6) 681-703.</p> <p>Recommended Reading: Anderson, A.L. (1998). Strengths of gay male youth: An untold story. <i>Child and Adolescent Social Work Journal</i> 15(1) 55-71.</p>
Week 6 2-25	<p>Coming Out ****Community-based learning contract is due</p> <p>Required Reading: Morrow, D.F. (2006). Coming out as gay, lesbian, bisexual and transgender. Chapter 6 in Sexual Orientation & Gender Expression in Social Work Practice (pp 129-149). Ryan, C., Russell, S.T., Huebner, D., Diaz, & Sanchez, J. (2010). Family acceptance in adolescence and</p>

Estimated Timeline	Topics and Assignments
	<p>the health of LGBT young adults. <i>Journal of Child and Adolescent Psychiatric Nursing</i> 23 (4), 205-213.</p> <p>Recommended Reading: Floyd, F.J. & Berkman, R. (2006). Coming-out across the life course: Implications of age and historical context. <i>Archives of Sexual Behavior</i> 35(3) 287-296.</p>
<p>Week 7 3-3</p>	<p>Lesbian and Gay Families</p> <p>Required Readings: McKinney, R.E. (2006). Gay male relationships and families. Chapter 9 in <i>Sexual Orientation & Gender Expression in Social Work Practice</i> (pp 196-215). Bos, H. & Gartrell, N. (2010). Adolescents of the USA national longitudinal lesbian family study: Can family characteristics counteract the negative effects of Stigmatization? <i>Family Process</i> 49 (4), 559-572.</p> <p>Recommended Readings: Cahill, S. (2009). The disproportionate impact of antigay family policies on Black and Latino same-sex couple households. <i>Journal of African American Studies</i> 13, 219-250. Parks, C.A. & Humphreys, N.A. (2006). Lesbian relationships and families. Chapter 10 in <i>Sexual Orientation & Gender Expression in Social Work Practice</i> (pp 216-242).</p>
<p>Week 8 3-10</p>	<p>****Writing Assignment One Due at the beginning of class</p> <p>Transgender and Intersex Individuals</p> <p>Required Readings: Lev, A.I. (2006). Intersexuality in the family: An unacknowledged trauma. <i>Journal of Gay & Lesbian Psychotherapy</i> 10 (2) 27-56. Beemyn, Genny. & Rankin, Susan (2011). <i>The Lives of Transgender People</i>. New York: Columbia University Press. Chapters 3 & 4</p> <p>Recommended Readings: Mallon, G.P. & DeCrescenzo, T. (2006). Transgender children and youth: A child welfare practice perspective. <i>Child Welfare League of America LXXXV</i> (2) 215-241. Lev, A.I. (2006). Transgender emergence within families. Chapter 12 in <i>Sexual Orientation & Gender Expression in Social Work Practice</i> (pp 263-283). Martin, J.I. & Yonkin, D.R. (2006). Transgender Identity. Chapter 5 in <i>Sexual Orientation & Gender Expression in Social Work Practice</i> (pp 105-128).</p>
<p>Week 9 3-17</p>	<p>LGBT Students and Schools</p> <p>Required Readings: Morrow, D.F. (2006). Gay, lesbian, bisexual, and transgender adolescents. Chapter 8 on <i>Sexual Orientation & Gender Expression in Social Work Practice</i> (pp 177-195). Toomey, R.B., Ryan, C., Diaz, R.M., Card, N.A., & Russell, S.T. (2009). Gender-nonconforming lesbian, gay, bisexual, and transgender youth: School victimization and young adult psychosocial adjustment. <i>Developmental Psychology</i> 46 (6) 1580-1589. Beemyn, Genny. & Rankin, Susan (2011). <i>The Lives of Transgender People</i>. New York: Columbia University Press. Chapter 5</p> <p>Recommended Reading: Jeltova, I. & Fish, M.C. (2005). Creating school environments responsive to gay, lesbian, bisexual and</p>

Estimated Timeline	Topics and Assignments
	transgender families: Traditional and systemic approaches for consultation. <i>Journal of Educational and Psychological Consultation</i> 16 (1&2) 17-33.
Week 10 3-24	Spring Break – No Class
Week 11 3-31	<p>Research with GLBT Communities</p> <p>Required Readings: Humphreys, L. (1970). Tearoom trade: Impersonal sex in public places.</p> <p>Maher, M.J., Landini, K., Emano, D.M., Kniocht, A.M., Lantz, Parrie, M., Pichler, S., & Sever, L.M. (2009). Hirschfield to Hooker to Herek to high schools: A study of the history and development of GLBT empirical research, institutional policies, and the relationship between the two. <i>Journal of Homosexuality</i> 56(7), 921-958.</p>
Week 12 4-7	<p>GLBT Health</p> <p>Required Readings: Ryan, C & Gruskin, E. (2006). Health concerns for lesbians, gay men and bisexuals. Chapter 14 in <i>Sexual Orientation & Gender Expression in Social Work Practice</i> (pp 307-342).</p> <p>Conron, K.J., Mimiaga, M.J., & Landers, S.J. (2010). A population-based study of sexual orientation identity and gender differences in adult health. <i>American Journal of Public Health</i> 100 (10) 1953-1960.</p> <p>Recommended Readings: Meyer, I.H., (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. <i>Psychological Bulletin</i> 129 (5), 674-697.</p> <p>Lombardi, E. & Davis, M. (2006). Transgender health issues. Chapter 15 in <i>Sexual Orientation & Gender Expression in Social Work Practice</i>.</p>
Week 13 4-14	<p>Domestic Violence and Hate Crimes</p> <p>****Final day to turn in community-based learning journal entries</p> <p>****Preliminary abstract for writing assignment two due</p> <p>Required readings: Swingonski, M.E. (2006). Violence, hate crimes and hate language. Chapter 16 in <i>Sexual Orientation & Gender Expression in Social Work Practice</i> (pp 364-383).</p> <p>Tesch, B., Bekerian, D., English, P. & Harrington, E. (2010). Same-sex domestic violence: Why victims are more at risk. <i>International Journal of Police Science & Management</i> 12 (4) 526-535.</p> <p>Recommended Reading: Herek, G.M., Cogan, J.C., & Gillis, J.R. (2002). Victim experiences in hate crimes based on sexual orientation. <i>Journal of Social Issues</i> 58 (2) 319-339.</p>
Week 14 4-21	<p>GLBT Aging</p> <p>Required readings:</p>

Estimated Timeline	Topics and Assignments
	<p>Fullmer, E. (2006). Lesbian, gay, bisexual, and transgender aging. Chapter 13 in <i>Sexual Orientation & Gender Expression in Social Work Practice</i> (pp 284-303).</p> <p>Cook-Daniels, L. & Munson, M. (2010). Sexual violence, elder abuse, and sexuality of transgender adults, age 50+: Results of three surveys. <i>Journal of GLBT Family Studies</i> 6, 142-177.</p> <p>Recommended reading:</p> <p>Orel, N. (2006). Community needs assessment. Documenting the need for affirmative services for LGB older adults. In D. Kimmel, T. Rose, & S. David (Eds.), <i>Lesbian, Gay, Bisexual and Transgender Aging. Research and Clinical Perspectives</i> (pp.227-246). New York: Columbia University Press.</p>
<p>Week 15 4-28</p>	<p>GLBT Community and Social Welfare Policy</p> <p>Required readings:</p> <p>Messinger, L. (2006). Social welfare policy and advocacy. Chapter 19 in <i>Sexual Orientation & Gender Expression in Social Work Practice</i> (pp 427-459).</p> <p>Sherkat, D.E., Powell-Williams, M., Maddox, G., & Mattias de Vries, K. (2011). Religion, politics, and support for same-sex marriage in the United States 1988-2008. <i>Social Science Research</i> 40, 167-180.</p> <p>Recommended reading:</p> <p>Wald, K.D., Button, J.W., & Rienzo, B.A. (1996). The politics of gay rights in American communities: Explaining antidiscrimination. <i>American Journal of Political Science</i> 40 (4), 1152-1178.</p>
<p>Week 16 5-5</p>	<p>GLBT Communities of Color</p> <p>****Volunteer hours log due</p> <p>Required reading:</p> <p>Required readings:</p> <p>Boulden, W.T. (2009). Gay Hmong: A multifaceted clash of cultures. <i>Journal of Gay & Lesbian Social Services</i> 21, 134-150.</p> <p>Chun, K.Y.S. & Singh, A.A. (2010). The bisexual youth of color intersecting identities development model: A contextual approach to understanding multiple marginalization experiences. <i>Journal of Bisexuality</i> 10, 429-451.</p>
<p>5-9</p>	<p>****Writing assignment two due in dropbox on Learn@UW by noon</p>