

Course Number	SOWK 555.54 S01	Classroom	Online
Course Name	Social Work and LGBTQ2+ Communities		
Day(s) & Time	Zoom Sessions Wednesdays 5PM to 8PM September 9 -December 9 th		
Instructor	Mx. Gio Dolcecore RSW MSW		
U of C E-mail	Gio.dolcecore@ucalgary.ca	Phone	403-305-7872

SYLLABUS STATEMENT

This course explores contexts, theories and practice models in working with the LGBTQ2S+ populations.

COURSE DESCRIPTION

This course introduces queries on gender and sexual diversity. It will define gender and sexual identities and examine how they intersect with other identities such as race, class, ability and so forth. This course examines historical contexts associated with the LGBTQ2S+ community and analyzes how these events continue to affect this population. Students will be asked to critically reflect on social work practices and integrate inclusivity within their scope of practice.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Explore and define the LGBTQ2SIAPP acronym
2. Articulate theoretical frameworks relevant to understanding key issues affecting this community
3. Demonstrate awareness of the nature of violence, both historic and present, that affect individuals who identify with a diverse gender and/or sexuality
4. Develop critical awareness surrounding social work activism and advocacy as it relates to gender and sexual equality
5. Understand gender, class, race, age, ability, and sexual orientation intersections of identity and analyze how they correlate with power
6. Identify the effects of violence in relation to psychological trauma, socialization and social location within the LGBTQ2S+ communities
7. Examine ethical issues, personal values and evidence-based best practices in working with gender and/or sexual diverse people

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

- Richards, C., Barker M. (2017). Sexuality & gender for mental health professionals a practical guide. SAGE Publications LTD ISBN 978-0-85702-842-6
- Allen, K. (2020). Our past matters: Stories of gay Calgary. ASPublishing ISBN 9781999467708

LEARNING TECHNOLOGIES AND REQUIREMENTS

- A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with webcam, internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course is designed to align with other social work courses in the areas of practice, research, and policy. The course provides an opportunity to analyze and integrate knowledge from other courses in the social work program through application of principles as they relate to diverse genders and/or sexualities.

CLASS SCHEDULE

DATE	FOCUS	READINGS	ASSIGNMENTS
09/09	The Gay Alphabet: Understanding LGBTQ2S+ Identities	Richards & Barker Introduction; Asexuality; Intersex/Diversity of Sexual Development (DSD); Cross-dressing	Organize groups for assignment #1
09/16	Keep Your Costumes in The Closet! Understanding gender diversity	Richards & Barker Cisgender – Living in the Gender Assigned at Birth; Transgender (Trans) – Living a Different Gender From That Assigned at Birth; Heterosexuality;	Journal Entry due by Sunday, September 20 th
09/23	“Spill The Tea” – Ru Paul Exploring Indigenous Ways of Knowing Gender and Sexuality	Richards & Barker Bondage & Discipline, Dominance and Submission, and Sadomasochism (BDSM)/Kink; Monogamy Non-monogamy	Guest lecture Alejah Neil
09/30	“Your Silence Will Not Protect You” – Audre Lorde Understanding The Revolution of Sex	Allen Pages 1-14	Journal Entry due by Sunday October 4 th
10/07	“We’re Going to Top Our Own Expectations, Ourselves” –Trixie Mattel	Movie: Paris Is Burning (Can be found on YouTube)	

	Intersectionality and the analysis of power and privilege		
10/14	No Class –	Movie: <i>The Death & Life of Marsha P. Johnson</i> (Can be found on Netflix)	Journal Entry due by Sunday October 18 th
10/21	“As Long As Gay People Don’t Have Rights Across America, There Is No Reason For Celebration” Marsha P. Johnson	Allen Pages 15-37	
10/28	“Let That Powder Cook” –Katya Zomolodchikova Compounded trauma, complicated grief, and best practices for Social Workers	Podcast https://www.prayerandprivateparts.com/listen-now/2018/9/18/episode-8-our-pride-special	Journal Entry due by Sunday November 1 st
11/04	“The Shade of It All” –Latrice Royale Pride, Social Justice & Advocacy	Allen Pages 41-67	
11/11	No Class – Reading Break		
11/18	One more recruit and I’ll have earned a toaster! Understanding the History of Gay Civil Rights	Allen <u>Pages 69-118</u>	Journal Entry Due by Sunday November 22 nd
11/25	“The theme for me is like, be yourself! You were made in God’s image, right?” – Lena Waithe	Allen Pages 119-132	

	Exploring immigration and refugee LGBTQ in Canada		
12/02	“Gay By Birth, Fabulous By Choice” – Birmingham City University LGBT Society Focusing on Social Work Practices & Our Responsibility	Allen Pages 133-146	Journal Entry Due by Sunday December 6 th Class exam in D2L
12/09	Now Dance Presentation Day and Farewell for Now...	No Readings	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be required to turn on their webcam during Zoom sessions. All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These

recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assessment Method 1: Journal Entries

Weight: 30%

Due: biweekly on the Sunday before next class begins. See class schedule for exact dates.

Aligned Course Learning Outcomes: 2, 3, 4, 5, 6, 7

Assessment Description and Criteria:

Students are required to hand in journal reflections on the D2L class site. These journal reflections are meant to be short, to the point, and demonstrate the student's critical reflection on course materials. Students are encouraged to use materials from textbooks, class conversations, and media sources relevant to class materials. Assessment criteria/rubric will be posted on D2L.

Assessment Method 2: Class Exam

Weight: 30%

Due: Will be provided to students on December 2nd 2020 in D2L

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Assessment Description and Criteria:

This exam will have three sections. The first section will involve 10 multiple choice questions. The second section will involve writing your own *Land Acknowledgement*, and briefly explaining how and when you plan to use it. The third and last section of the exam will involve another written essay answering the following questions: 1. What are you taking away from this class? 2. What did you hear from your fellow classmates that impacted your learning experience? 3. What key messages from our guest speakers influenced your learning? 4. How do you plan on taking the learnt material from this class into your professional practice? Students will have the entire class time on December 2nd to complete the exam. A detailed grading rubric will be posted on D2L.

This exam will be made available to students on the D2L site.

Assessment Method 3: Advocacy Letter

Weight: 40% (Group grade for advocacy letter/presentation = 20% and individual grade for assessment by peers = 20%)

Due: December 9th

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Assessment Description and Criteria:

On the first day of class, students will be given an opportunity to join groups of 3-5. Each group will be required to complete one written letter of advocacy for the gender and sexual diverse community that they will direct towards a systemic body. An example of a systemic body could include the City of Calgary, Alberta Health Services, Calgary Board of Education, Calgary Sports and Social Club, Catholic School Board, and so forth.

Examples of issues or topics to address in the advocacy letter could include requesting neutral bathrooms, addressing a human rights concern or influencing bylaws, and so forth. Your group's letter should demonstrate understanding of discrimination and/or oppression affecting diverse gender and/or sexual identities, include recommendations and demonstrate leadership.

Each group must have their project approved by the instructor prior to engagement. Your fellow group members will be responsible in scoring your level of investment and contribution to the project. This peer score will amount to 20% of your grade.

Each group will have 15 minutes to present their project, including providing an overview of how the group made their decisions and why this advocacy letter is important to them. This presentation piece and the letter will amount for 20% of your final grade and will be scored by the instructor. Grading rubric will be posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are responsible in creating a collaborative space, where everyone has an opportunity to learn, engage and build community. The subject matter in this course will become personal for some, and no one can promise a “safe” space. However, everyone can work together in creating a brave space. Brave space means we work collaboratively to build and respect classroom etiquette that fosters courage, curiosity, and respect.
- Students are encouraged to plan for the future and predict when any class time or assignments may be missed. If unpredicted circumstances arise, students are encouraged to communicate with the instructor about what they need to support their learning and educational commitments.
- Missed assignments and learning adjustments can be discussed with the instructor at any time. Make up projects can be assigned to students based on circumstances.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective dropbox in D2L.
- Assignments may be submitted in Word or PDF format.
- Assignments should have a file name as follows: “Full name and assignment name” (e.g., Jane Smith Journal Reflection #1). Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in all assignments must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at:
<https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student’s own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional readings and resources will be provided to students in D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**