

Course Number	SOWK 555.54 S01	Classroom	Online
Course Name	Social Work and 2SLGBTQ+ Communities		
Day(s) & Time	8 <sup>th</sup> of September to 8 <sup>th</sup> of December 2021 Virtual Sessions Wednesdays at 5PM to 8PM		
Instructor	Mx. Gio Dolcecore RSW MSW RMFT		
U of C E-mail	<a href="mailto:gio.dolcecore@ucalgary.ca">gio.dolcecore@ucalgary.ca</a>	Phone	n/a

#### SYLLABUS STATEMENT

This course explores contexts, theories, and practice models in working with the 2SLGBTQ+ 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 2SLGBTQ+ 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 2SLGBTQ+ acronym
2. Articulate theoretical frameworks relevant to understanding key issues affecting this community
3. Demonstrate an 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

Barker, J. (2017). *Critically sovereign. Indigenous gender, sexuality, and feminist studies*. Duke Publishing ISBN 9780822363651

##### OPTIONAL TEXTBOOKS AND/OR READINGS

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 that contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with webcam, internet access, microphone and speaker are required for D2L and virtual 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**

<b>DATE</b>	<b>FOCUS</b>	<b>READINGS</b>	<b>ASSIGNMENTS</b>
8 Sep	<b>The Gay Alphabet:</b> Understanding LGBTQ2S+ Identities	Chapter 1: Indigenous Hawaiian Sexuality and the Politics of Nationalist Decolonization	
15 Sep	<b>Keep Your Costumes in The Closet!</b> Understanding gender diversity	<b>Movie:</b> <i>Paris Is Burning</i> (Can be found on YouTube)	Chapter 1 Review due 15 <sup>th</sup> of September by 11:59PM
22 Sep	<b>“Spill The Tea” –Ru Paul</b> Exploring Indigenous Ways of Knowing Gender and Sexuality	Chapter 2: Return to “The Uprising at Beautiful Mountain in 1913”: Marriage and Sexuality in the Making of Modern Navajo Nation	
29 Sep	<b>“Your Silence Will Not Protect You” – Audre Lorde</b> Understanding The Revolution of Sex	<b>Movie:</b> <i>The Death &amp; Life of Marsha P. Johnson</i> (Can be found on Netflix)	Chapter 2 Review due 29 <sup>th</sup> of September
6 Oct	<b>“As Long As Gay People Don’t Have Rights Across America, There Is No Reason For Celebration”</b> <b>Marsha P. Johnson</b> Domestic Violence and Family Systems	Chapter 3: Ongoing Storms and Struggles Gendered Violence and Resource Exploitation	
13 Oct	<b>“Let That Powder Cook” –Katya Zomolodchikova</b> Compounded Trauma, Complicated Grief,	Podcast <a href="https://www.prayerandprivateparts.com/listen-now/2018/9/18/episode-8-our-pride-special">https://www.prayerandprivateparts.com/listen-now/2018/9/18/episode-8-our-pride-special</a>	Chapter 3 Review due on the 13th of October

	and Best Practices for Social Workers		
20 Oct	<b>“The Shade of It All”</b> – <b>Latrice Royale</b> Pride, Social Justice & Advocacy	Chapter 4: Audio visualizing Inupiaq Men and Masculinities: On the Ice	
27 Oct	<b>One more recruit and I’ll have earned a toaster!</b> Understanding the History of Gay Civil Rights In Relation to Advocacy and Allyship	<u>Mid-Term Exam</u>	
3 Nov	<b>“The theme for me is like, be yourself! You were made in God’s image, right?”</b> – <b>Lena Waithe</b> Exploring immigration and refugee LGBTQ in Canada	Chapter 5: Around 1978: Family, Culture, and Race in the Federal Production of Indianness	Chapter 4 Review due 3 <sup>rd</sup> November
10 Nov	<b>NO CLASS</b>		
17 Nov	<b>“Gay By Birth, Fabulous By Choice”</b> – <b>Birmingham City University LGBT Society</b> Presentation Day	Chapter 6: Loving Unbecoming: The Queer Politics of the Transitive Native	Chapter 5 Review due on <b>MONDAY</b> the 15 <sup>th</sup> of November
24 Nov	<b>“Impersonating Beyonce is not your destiny child”</b> – <b>Ru Paul</b>		Chapter 6 Review due on the 24 <sup>th</sup> of November
1 Dec	<b>“When the going gets tough, the tough reinvent themselves”</b> – <b>Ru Paul</b>	Chapter 7: Getting Dirty: The Eco-Eroticism of Women in Indigenous Oral Literatures	
8 Dec	<b>Now Dance</b>	Bell’s a dinging. Schools done!	Chapter 7 Review due on the 8 <sup>th</sup> of December

**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**

### **Chapter Reviews**

**Weight: 35%**

**Due:**

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

**Assessment Description and Criteria:**

Students will be assigned to small groups. Your group will be required to write a chapter review for each chapter in *Critically Sovereign* by Joanne Barker. There are 7 chapters total, therefore your group is required to hand in a total of 7 chapters. Each chapter is worth 5% of your grade. A template for this assignment is provided in Appendix A and will be posted on D2L. Please visit this website for additional support with APA formatting and writing skills: <http://owl.purdue.edu>

Chapter 1 is due on 15 September by 11:59PM

Chapter 2 is due on 29 September by 11:59PM

Chapter 3 is due on 13 October by 11:59PM

Chapter 4 is due on 3 November by 11:59PM

**\*\*Chapter 5 is due on 15 November by 11:59PM\*\*** this is the only one due on a Monday in order to honour your reading week.

Chapter 6 is due on 24 November by 11:59PM

Chapter 7 is due on 8 December by 11:59PM

### **Assessment Method 2: Mid Term Exam**

**Weight: 30% (10% multiple choice, 5% question #1, 5% question #2).**

**Due: Will be provided to students via D2L at 8:00AM on October 27<sup>th</sup> and be available until 11:59PM**

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

**Assessment Description and Criteria:**

This exam will have two sections. The first section will involve 10 multiple choice questions. The second and last section of the exam will involve written responses to the following questions:

1. Identify your own positionality and elaborate on how those identities intersect within 2SLGBTQ+ populations. *This question is asking students to explore their knowledge and awareness of privilege and accountability*

2. How do you plan on taking the learnt material from this class into your professional practice? *This question is asking students to explore social work skills and how they plan on using affirmative practices*

Students will have 2 hours to complete the exam any time on the 27<sup>th</sup> of October 2021 between the hours of 8:00AM and 11:59PM. A detailed grading rubric will be posted on D2L. This exam will be made available to students on the D2L site.

### **Assessment Method 3: Media Case Study**

**Weight: 35%**

**Due: 8<sup>th</sup> of December 2021**

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

#### **Assessment Description and Criteria:**

Students are required to watch a movie or a tv series of their choosing that features 2SLGBTQ+ character(s). The student must use material from the show to create a detailed case study. Using that case study, the student is required to integrate a social worker and describe what the role of the social worker would be.

Proposal: Students are required to submit a proposal to the instructor by the 6<sup>th</sup> of October 2021 using D2L Dropbox. In this proposal students must identify the movie or tv series they plan on watching. The student will have to explain how they plan on inserting a social worker role into their planned case study. This proposal is not being graded, nor does it require students to use APA formatting. Students must receive instructor approval for their movie or tv series for the instructor to be well versed on the show. Students in class can use the same show, but the examples in the case study cannot be repeated. If more than one student is using the same show, the instructor will ensure the proposals are different before allowing the student to proceed with the assignment.

Movie/TV Series: Students can choose whatever they want, from AJ and the Queen to Big Brother Canada! It does not matter, as long as the material show cases 2SLGBTQ+ characters and the student can appropriately incorporate a social worker.

Character Case Study: Students will have to write up a detailed case study. A template for a case study will be provided during class time and shared on D2L. Students are not required to include every single character from the show and can solely focus on the 2SLGBTQ+ character(s). The case study should include a biography of the character, including demographical information, strengths, natural supports, and network of care. It must include the presenting problem, including when the presenting problem is most likely to occur and least likely to occur. As well, the history of the presenting problem, the symptoms (micro/mezzo/macro), and triggers. This case study must include the student's observations of the character. Observations include opinions of the presenting problem or the nature of the character that are backed up by facts. For example, "the character appears to struggle most with their hygiene when school becomes busier, and their natural supports become less available. This was observed during Thanksgiving and Christmas when class exams were taking place and family responsibilities increased."

Social Worker Case Study: The students are required to insert a role of a social worker. If the show already has a social worker, the student can write a detailed review of how the social worker interacts with the identified character. For example, in The Fosters, the social worker does not interact with Aaron, but in the latest season she interacts with his girlfriend. The student can explore how a social worker can be inclusive, unbiased, and safe when discussing sex with a cisgender heterosexual in an active relationship with a transgender partner. If the show does not have a social worker, the student must create a role for them based on the plot. For example, in AJ and the Queens, the student can explore the very complicated relationship between Robert and AJ, and how the social worker would advocate for AJ within Child Services or how the social worker could support Robert with his recent breakup.

## 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 courageous and/or educational space. This means we work collaboratively to build and respect classroom etiquette that fosters courage, curiosity, and respect.
- Students are encouraged to plan 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 drobox in D2L. Please do not email any assignments or class materials to the instructor.
- Assignments must be submitted in a Word Document for the instructor to provide clear feedback.
- 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 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/](http://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**