



<b>Course &amp; Session Number</b>	<b>SOWK 555.54 S02</b>	<b>Classroom</b>	Virtual
<b>Course Name</b>	Social Work & 2SLGBTQ Communities		
<b>Dates and Time</b>	Start of Classes: Thursday the 6 <sup>th</sup> of September 2022 End of Classes: Thursday the 7 <sup>th</sup> of December 2022 Dates and Time: Zoom 6PM to 8PM Add/Drop/Withdrawal Dates: Thursday September 15 <sup>th</sup> w/o financial penalty, Friday September 16 <sup>th</sup> to add or swap a course, and last day to withdraw from a course is Wednesday December 7 <sup>th</sup>		
<b>Instructor</b>	Mx. Gio Dolcecore MSW RSW RMFT-SQ	<b>Office Hours</b>	N/A
<b>UCalgary E-mail</b>	<a href="mailto:Gio.Dolcecore@ucalgary.ca">Gio.Dolcecore@ucalgary.ca</a>	<b>UCalgary Phone</b>	N/A

**OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

## **SYLLABUS STATEMENT**

While considering the intersectionality of identities, this course explores contexts, theories, and practice models in working with the 2SLGBTQ+ populations.

## **COURSE DESCRIPTION**

This course will take place online via Zoom and Desire2Learn (D2L). To best succeed in the course, students are expected to participate in asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose an alternative participation activity (e.g., submit a brief reflection).

There will be weekly synchronous Zoom sessions throughout the semester, except for holidays and reading week. There will also be in person meet ups in the community for queer history tours that students can choose to participate in if possible. When students cannot participate, they will be asked to submit an alternative activity. Please refer to class schedule for specific asynchronous and synchronous class sessions.

## **COURSE LEARNING OUTCOMES**

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

1. Explore and define the 2SLGBTQIAPP 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**

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 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

### Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022
- Term Break, no classes November 6<sup>th</sup> to 12<sup>th</sup> 2022

DATE	FOCUS	READINGS	ASSIGNMENTS
1 Sep	<b>The Gay Alphabet:</b> Understanding LGBTQ2S+ Identities	Our History Matters: Stories of Gay Calgary - Early Calgary (p.1-14)	
15 Sep	<b>Keep Your Costumes in The Closet!</b> Understanding gender diversity	<b>Movie: <i>Paris Is Burning</i></b> (Can be found on YouTube) Reflection Questions to be provided on D2L	
22 Sep	<b>“Spill The Tea” – Ru Paul</b> Exploring Indigenous Ways of Knowing Gender and Sexuality	Our History Matters: Stories of Gay Calgary – The 1960s (p.15-40)	
29 Sep	<b>“Your Silence Will Not Protect You” – Audre Lorde</b> Understanding The Revolution of Sex	<b>Movie: <i>The Death &amp; Life of Marsha P. Johnson</i></b> (Can be found on Netflix) Reflection Questions to be provided on D2L	
6 Oct	<b>“As Long As Gay People Don’t Have Rights Across America, There Is No Reason For Celebration”</b>	Our History Matters: Stories of Gay Calgary – The 1970s (p.41-68)	

	<b>Marsha P. Johnson</b> Domestic Violence and Family Systems		
13 Oct	<b>“Let That Powder Cook” –Katya Zomolodchikova</b> Compounded Trauma, Complicated Grief, and Best Practices for Social Workers	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
20 Oct	<b>“The Shade of It All” –Latrice Royale</b> Pride, Social Justice & Advocacy	Our History Matters: Stories of Gay Calgary – The 1980s (p.69-80)	
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?” – Lena Waithe</b> Exploring immigration and refugee LGBTQ in Canada	Our History Matters: Stories of Gay Calgary – The 1980s (p.81-118)	
10 Nov	<b>NO CLASS</b>		
17 Nov	<b>“Gay By Birth, Fabulous By Choice” – Birmingham City University LGBT Society</b> Presentation Day	<b>Movie:</b> Heart Stopper Reflection Questions to be provided on D2L	
24 Nov	<b>“Impersonating Beyonce is not your destiny child” – Ru Paul</b>	Our History Matters: Stories of Gay Calgary – The 1990s (p.119-150)	
1 Dec	<b>“When the going gets tough, the tough reinvent</b>	<b>Final Exam</b>	

	themselves” – Ru Paul	
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**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**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) for your best learning experiences. 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

**ASSESSMENT COMPONENTS**

**Assessment 1: Mid Term Exam 27<sup>th</sup> of October 2022**

**Weight: 35% (15% multiple choices, 10% question #1, 10% question #2).**

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

**Criteria:** This exam will have two sections. The first section will involve 15 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 practices and how they plan on using affirmative practices. Students must demonstrate awareness of social work code of conduct and relate it to their use of skills and approaches in the field.*

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

**Assessment 2: Journal Reflections and D2L Participation**

**Weight 35%**

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

**Criteria:** Students will be prompted to answer reflection questions using the D2L site and engage in group conversations. Each asynchronous class will involve students answering a specific reflection question and then engaging in group conversations relating to the film or podcast assigned for that date. These conversations will involve student’s ability to use self reflection as it relates to various social work skills and practice principles.

Reflection Questions (maximum 500-1000 words)

*Paris is Burning.* Identify 3 to 5 community values discussed in the film. Using critical thought, contrast those community values to current 2SLGBTQIA+ community values. *(Think about how current events have changed, how civil rights have fluctuated, use social location, explore the impact of social media, contrast main characters in the show to current characters in the queer community today, explore current discourse/culture and how it stems from culture built in the show, etc).*

*The Death and Life of Marsha P Johnson.* Explore bias, and then explore social and community leadership. What qualities of Marsha P Johnson became a source of empowerment for the queer community? Regardless of how you identify your sexuality and gender, how has Marsha's journey impacted your identity freedom? What biases exist for you when you consider Marsha's story? (Student should name 2-3 qualities. Student should be able to identify 2-3 biases associated with Marsha's life, and illustrate how these biases impact their narratives on social justice and change).

*Heartstopper.* A global phenomenon happened after the launch of Heartstopper. The internet exploded with viewers alike comparing mental health journeys and relating to the experience of "missing out". Consider the character plots in the show and hypothesize why this phenomenon became as influential as it did. Consider an older queer group (30-40 or 40-50 or 60-70) and provide your understanding of social context and how this film could have sparked childhood trauma/distress for people in that specific age group.

*(Students should provide 1-2 hypotheses followed by 2-3 rationale for each. Students should be able to explore social context as it relates to 2SLGBTQ+ history, social location, and intersectionality. Hint: The show illustrated attachment and intimacy, contrast these themes from 2022 back to how it could have been in 1990 or another year of your choosing).*

### **Assessment 3: Final Exam**

**Weight 35%**

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

**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. Throughout the semester you were engaged in conversations by your peers, both in Zoom class and on the D2L threads. In these conversations you were prompted to use critical reflexivity and self reflection. Describe how the stories and shared life experiences of your peers helped your process of reflexivity and self reflection in 1000 words. (10% of 35%)
2. This course covered topics relating to gender and sexual identity. We also covered topics associated with intimacy, attachment, and sex. In 1000 words, use all or a mixture of the above topics to describe how you have come to better understand your own identities and their intersections. (10% of 35%).
3. In brief short descriptions provide examples of ethical concerns relating to social work practice within the 2SLGBTQ community and how you can best manage these concerns as a social worker. (5% of 35%).

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **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>

<b>GRADING</b>
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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. This grading system overrides the grading system in D2L.

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

<b>COURSE EVALUATION</b>
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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.

## **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's Code of Conduct.

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).

### **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. 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. Please refer to the full policy on Student Accommodations.

### **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 before beginning the assignment.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please refer to the Integrity and Conduct section in the University of Calgary Calendar.

### **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 who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the Copyright Act 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 and Gender-Based 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 and Gender-based 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.

### **Other Important Information**

Please visit the Registrar's website 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