



Course & Session Number	SOWK 553.07 S01	Classroom	Online
Course Name	Human Sexuality and Social Work		
Dates and Time	<p>Start of Classes: May 4th, 2022</p> <p>End of Classes: June 15th, 2022</p> <p>Dates and Time: 1-3:30 pm MST (May 4th, May 11th, May 18th, May 25th, June 1st, June 8th, and June 15th)</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Carly-Ann Haney, MSW, RSW	Office Hours	As requested
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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.

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

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

SYLLABUS STATEMENT

This course examines contexts, theories, practice models, and skill development in specialized fields of practice.

COURSE DESCRIPTION

Sexuality is an integral part of our lives. Sexuality impacts who we are, how we structure day-to-day life, and many of the decisions that we make. Yet many of us have insufficient knowledge about sexuality and feel less than comfortable discussing sexuality issues in our personal and/or professional lives. Despite this, most of us tend to have strong feelings about issues related to sexuality (e.g., what is “normal” and acceptable) that have been shaped by a complex combination of factors. Many of these topics are also at the core of current controversy and debate in our society.

As social workers, sexuality-related issues undoubtedly enter our practice, yet we often avoid this area because of our own discomfort and lack of knowledge. This course will help us examine our individual and societal views around sexuality issues from a variety of perspectives and increase our knowledge, comfort, and communication skills in this area. We will cover a variety of critical topic areas such as Indigenous sexualities, disability and sexuality, sex work, sexual violence, feminist and queer porn, queer theory, and more.

This course will take place online via Desire2Learn (D2L) and Zoom. To facilitate robust learning, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. There will be approximately 3.5 hours of asynchronous activities per module in this course. Asynchronous activities will include videos, podcasts, non-academic readings, news stories, and more. Our zoom sessions will run every week of the course and comprise a mix of guest lectures, experiential learning, and small group discussions. When unable to participate live due to the time difference or unforeseen circumstances, please inform the instructor and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and attend an event, etc.).

COURSE LEARNING OUTCOMES

Upon completion of this course students will:

1. Have a broader understanding of the impact of sexuality in our lives,
2. Identify personal, societal, and professional values related to sexuality and understand how they affect our professional work, personal lives, and relationships,

3. Convey accurate information and be comfortable discussing a wide range of issues related to human sexuality,
4. Critically discuss issues related to sexuality from a range of different experiences (queer, Black and racialized, Indigenous, disability, newcomers, religiosity),
5. Analyze issues related to sexuality and distinguish between value statements and arguments grounded in empirical evidence, and
6. Have increased appreciation and sensitivity for diversity and social justice issues related to human sexuality.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Hillock, S. (2021). *Teaching about sex and sexualities in higher education*. University of Toronto Press.

- Textbook is available online for free at University of Calgary Library

Other required weekly course readings are posted in the D2L site.

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 is an elective course. There are no pre-requisites for this course. However, the content covered in this course will be applicable to practicum placements and integrative seminars in the BSW program. The course provides an opportunity to analyze and integrate knowledge from other courses in the social work program through application of concepts as they relate to human sexuality.

CLASS SCHEDULE

Important Dates for Spring 2022

- Start of Term: Monday, May 2, 2022
- End of Term: Friday, June 24, 2022
- Fee deadline: Wednesday, May 11, 2022
- Victoria Day, no classes: Monday, May 23, 2022

Date	Topic	Zoom/Assignment dates
May 4	Introduction: Situating the course	Zoom session: May 4 th .
May 4-May 11	Module one: Race, religiosity, and sexuality	Zoom session: May 11 th

May 12- May 18	Module two: Sexual violence and consent	Zoom session: May 18th
May 16 th		Project Outline Due
May 19- 25	Module three: Indigenous sexualities	Zoom session: May 25 th
May 26-June 1	Module four: Disability, sizeism, and sexuality	Zoom session: June 1 st
June 2-8	Module five: Sex work	Zoom session: June 8 th
June 9-15	Module six: Porn and pleasure	Zoom session: June 15 th
June 16 th		Inquiry Project Due
June 20 th		Self-Evaluation Due

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 me 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. All students are expected to behave in a professional manner during all Zoom sessions.

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

Assignment 1: Inquiry Project - 50% (Outline - 15%, Full Project - 35%) **Aligned Course Learning Outcomes:** 1, 2, 3, 4, 5, 6,

This assignment asks you to explore an aspect of human sexuality which is of interest to you. You are asked to frame some good inquiry questions to guide your learning, use a range of resources to answer the questions you have posed, and communicate your findings. The learning product you produce

should include a section in which you reflect on the learning which has occurred for you in doing the assignment, and how this learning has impacted your worldview and professional identity.

The first part of this assignment is to develop an outline of your inquiry project which will be submitted to the instructor. The **outline is due on May 16** and the **full project is due on June 16** will be provided in our Zoom sessions. Rubrics will be provided on D2L.

Assignment 2: Human Sexuality Fieldwork Journal - 30%.

Six guided activities, to be shared on D2L with your learning community. You only need to complete **four of the six** activities to receive full marks. Completion of each fieldwork journal entry will result in receiving full marks. Further details will be posted to D2L. Journal entries will be due at the end of each module: **May 11th, May 18th, May 25th, June 1st, June 8th, and June 15th.**

Assignment 3: Participation - 20% Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

The participation grade awards you marks for your dedication to be an active learner in this course. The participation grade will be allocated based on your participation in our Zoom sessions. If you are unable to attend a Zoom session, you can still earn participation marks and you can choose from a variety of make-up assignments.

At the end of the term, please submit a self-evaluation detailing your learning progress throughout the class. An example of a self-evaluation will be provided in D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

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 are due by 11:59 pm 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

If you require an extension, please let me know in advance of the assignment deadline if you are able.

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 research papers must be properly documented and referenced in APA 7th edition 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. Numerical grades will not be rounded up for final grades. 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
F	0.00		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. There will also be several opportunities throughout the course to provide formative feedback to the instructor.

ADDITIONAL SUGGESTED READINGS

Suggested readings will be provided in the D2L site.

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