



Summer 2024

Course & Session Number	SOWK 553.07 S01	Classroom	Online
Course Name	Human Sexuality and Social Work		
Dates and Time	Start of Classes: June 25 th End of Classes: July 16 th Dates and Time: Zoom sessions every Tuesday and Thursday from 5:30pm-8:30pm MST Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Carly-Ann Haney, PhD(c), 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.

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

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

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, the marginalized body and sexuality, polyamory, 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. 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.).

At the end of this course, students will be able to:

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

There is no required textbook for this course; rather, we will have a series of readings for each module.

Module one readings

Arvin, M., Tuck, E., & Morrill, A. (2013). Decolonizing feminism: Challenging connections between settler colonialism and heteropatriarchy. *Feminist formations*, 8-34

Hunt, S. (2016). An introduction to the health of two-spirit people: Historical, contemporary and emergent issues. Prince George, BC: National Collaborating Centre for Aboriginal Health.

Module two readings

McFarland, J., Slothouber, V., & Taylor, A. (2018). Tempo-rarily fat: A queer exploration of fat time. *Fat Studies*, 7(2), 135–146. <https://doi.org/10.1080/21604851.2017.1376275>

McPhail, D., & Bombak, A. E. (2015). Fat, queer and sick? A critical analysis of 'lesbian obesity' in public health discourse. *Critical Public Health*, 25(5), 539-553.

Module three readings

Greensmith, C. (2018). Desiring diversity: The limits of white settler multiculturalism in queer organizations. *Studies in Ethnicity and Nationalism*, 18(1), 57-77.

Puar, J. (2013). Rethinking homonationalism. *International Journal of Middle East Studies*, 45(2), 336-339.

Module four readings

Sheff, E. (2020). Polyamory is deviant–But not for the reasons you may think. *Deviant Behavior*, 41(7), 882-892.

Ansara, Y. G. (2020). Challenging everyday monogamism: Making the paradigm shift from couple-centric bias to polycule-centred practice in counselling and psychotherapy. *Psychotherapy and Counselling Journal of Australia*, 8(2).

Module five readings

McRuer, R. (2010). Compulsory able-bodiedness and queer/disabled existence. *The disability studies reader*, 3, 383-392.

Sitter, K. C., Burke, A. C., Ladhani, S., & Mallay, N. (2019). Supporting positive sexual health for persons with developmental disabilities: Stories about the right to love. *British Journal of Learning Disabilities*, 47(4), 255-263.

Module six readings

Webber, V., & Sullivan, R. (2018). Constructing a crisis: Porn panics and public health. *Porn Studies*, 5(2), 192-196

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 Summer 2024

- Start of Term: Monday, June 24, 2024
- First Day of Class: Monday, June 24, 2024
- End of Term: Sunday, August 25, 2024
- Last Day of Class: Tuesday, August 6, 2024
- Fee Deadline: Wednesday, July 3, 2024
- Canada Day, no classes: Monday, July 1, 2024
- Alberta Heritage Day, no classes: Monday, August 5, 2024

Date	Topic	Zoom/Assignment dates
June 25	Introduction: Situating the course	Zoom session: June 25 th No reading discussions
June 26-29	Module one: Indigenous sexualities	Zoom session: June 27 th
June 30-July 2	Module two: The body and sexuality	Zoom sessions: July 2 nd
July 3-6	Module three: Race, religiosity, and sexuality	Zoom session: July 4 th
July 7-10	Module four: Polyamory	Zoom session: July 9 th
July 11-13	Module five: Disability and sexuality	Zoom session: July 11 th
July 14-16	Module six: Porn and pleasure & wrap up	Zoom session: July 16 th No reading discussions

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Inquiry Project-35% (Outline- 5%, Full Project-30%)

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 July 5th** and the **full project is due on August 2nd**. Rubrics will be provided on D2L.

Assignment 2: Human Sexuality Fieldwork Journal- 35%.

Four guided activities are 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: **July 29th, July 2nd, July 6th, July 10th, July 13th, July 16th**

Assignment 3: Reading discussions- 30%.

A component of our classes will be small group/pair discussions. These discussions will serve as a place to debrief and discuss readings while learning from and with each other. Beginning on June 27th and ending on July 11th, you will be asked to develop questions to facilitate weekly readings. The small group/pair discussions will be organized as follows:

In class, you will individually be asked to develop 1-2 questions from one of the module readings. Then, you will form small groups in breakout rooms, share and refine your questions, and agree on the 5 best questions. Then you will be placed in a breakout room with another classmate from a different group and pose one of the 5 questions created in your small groups. You will take turns asking your partner the question of your choosing. While you are in discussion, you will be asked to take notes of your process. After the pair discussions are complete, you will be asked to write up a short evaluation of the discussion process: the initial questions you came up with, the questions your small group came up with, the question you posed in pairs, and the question that was posed to you and your response.

You will be asked to submit **3** reading discussion evaluations over the course. You are expected to come to each class prepared to discuss the readings, **but you only submit 3 out of 5 reading discussion** evaluations. Reading discussions will be due two days after each module Zoom session where there is a reading discussion (July 2nd, July 4th, July 8th, July 12th, July 15th). A full grading rubric will be provided on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Please refer to the UCalgary calendar for more information on [attendance](#) and [supporting documentation and the use of a statutory declaration](#).

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm 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 only be accepted if an extension is negotiated between the instructor and the students before the deadline. Late assignments without an extension submitted after the deadline will

be penalized with a 5% deduction per day. Assignments submitted more than a week late without a negotiated extension will receive a zero.

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. 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 performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59

D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university’s curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

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
- Emergency Evacuation/ Assembly Points
- Safewalk