



Course & Session Number	SOWK 555.54 S01	Classroom	Online
Course Name	Social Work & 2SLGBTQ Communities		
Dates and Time	<p>Start of Classes: Monday the 11th of September 2023</p> <p>End of Classes: Monday the 4th of December 2023</p> <p>Dates and Time: Asynchronous Learning individual learning 5PM to 6PM Zoom Group Lecture 6PM to 8PM</p> <p>Add/Drop/Withdrawal Dates: Thursday September 14th w/o financial penalty, Friday September 15th to add or swap a course, and last day to withdraw from a course is Wednesday December 6th</p>		
Instructor	Gio Dolcecore MSW RCSW RMFT (they/them)	Office Hours	N/A
UCalgary E-mail	Gio.Dolcecore@ucalgary.ca	UCalgary Phone	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](#), 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](#).

SYLLABUS STATEMENT

Explores contexts, theories, and practice models in working with specific populations.

COURSE DESCRIPTION

This course will provide students an understanding of gender and sexual development, the diversity of identities and communities. Students will explore themes of power and oppression as it relates to gender and sexuality, as well as how identities are formed in relation to others and the environment. All students will learn how social work practice can empower the 2SLGBTQ community, and support individuals with gender and sexual expression, exploration and authenticity.

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. Students are given 60 minutes prior to each synchronous zoom meeting for asynchronous learning activities, such as reading articles and/or watching videos. Please refer to the 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 2SLGBTQQIAPP 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

As well as readings, students are required to watch videos prior to the start of class. Journal articles assigned each week can be found on the course outline and will be posted on D2L.

Recommended: 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 2023

- Start of Term: Monday, August 28, 2023
- End of Term: Friday, December 22, 2023
- Fee deadline: Friday, September 22, 2023
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Friday, November 11, 2023 (observed Monday, November 13th 2023)
- Term Break, no classes November 12th to 18th 2022

DATE	FOCUS	READINGS	VIDEOS
11 Sep	<p>Introductions including introduction to course material, assignments and course expectations.</p>	<p>Szklarski, C. (2016, Jun 30). Alphabet soup: LGBTQ acronym an ever-growing shortcut for diverse communities. <i>The Canadian Press</i></p>	Video 1
18 Sep	<p>The Gay Alphabet: Class Objectives</p> <ol style="list-style-type: none"> 1. Understand what <i>identity</i> is 2. Understand what sexual and gender identity is and what it is not 	<p>Engine, L. L. C. (2022, Jun 24). Do you know the story of why the "L" goes at the beginning of the LGBTQ+ acronym? <i>CE Noticias Financieras</i></p>	Video 2
25 Sep	<p>Keep Your Costumes in the Closet: Class Objectives</p> <ol style="list-style-type: none"> 1. Understand and identify common presenting concerns for those with a diverse gender and/or sexual identity 2. Understand and identify forms of discrimination and oppression jeopardizing the equity of 2SLGBTQ populations 	<p>Bjork-James, S. (2019). Christian Nationalism and LGBTQ Structural Violence in the United States. <i>Journal of Religion and Violence</i>, Vol. 7.3 pp 278-302 doi: 10.5840/jrv20203069</p>	Video 3

2 Oct	<p>Spill the Tea: Class Objectives</p> <ol style="list-style-type: none"> 1. Understand and begin to engage in acts of activism 2. Understand and begin to engage in acts of advocacy 3. Understand the intersections of race and gender/sexuality and how that affects the S2LGBTQ population 	<p>First 60 minutes of class is time for your groups to meet and work on your presentations</p> <p>Montagno, M. J., Garrett-Walker, J. J., & Ho, J. T. T. (2021). Two, four, six, eight...why we want to participate: Motivations and barriers to LGBTQ+ activism. <i>Journal of Community & Applied Social Psychology</i>, 31(6), 644–658. https://doi.org/10.1002/casp.2528</p>	<p>Video 4 or Video 5</p>
9 Oct	No Class	Thanksgiving Day	
16 Oct		Class time is for groups to connect and work on their presentations.	No video today

23 Oct	<p>Your Silence Will Not Protect You: Class Objectives</p> <ol style="list-style-type: none"> 1. Understand Attachment Theory and how it relates to the 2SLGBTQ Community 2. Understand the importance of reclaiming sex and sexuality for the 2SLGBTQ Community 3. Understand what discourse is and how it affects gender and sexual development 	<p>Berlet, C. & Sunshine, S. (2019). Rural rage: the roots of right-wing populism in the United States. <i>The Journal of Peasant Studies</i>, 46.3 pp480-513. DOI: 10.1080/030661502019.1572603</p>	Group 1's video
30 Oct	<p>Let That Powder Cook: Class Objectives</p> <ol style="list-style-type: none"> 1. Explore Intersectionality 2. Understand Grief and Loss as it Relates to Queer Experiences 	<p>Kia, H., MacKinnon, K. R., & Coulombe, A. (2023). Where Is the "T"? Centering Trans Experiences in Social Work Curricula Addressing LGBTQ+ Issues. <i>Journal of Social Work Education</i>, 59(1), 104–118. https://doi.org/10.1080/10437797.2021.1969302</p>	Group 2's video

6 Nov	<p>The Theme for Me is like, Be Yourself...: Class Objectives</p> <ol style="list-style-type: none"> 1. Explore emerging issues within the 2SLGBTQ Community 	<p>Ristock, J., Zoccole, A., Passante, L., & Potskin, J. (2019). Impacts of colonization on Indigenous Two-Spirit/LGBTQ Canadians' experiences of migration, mobility and relationship violence. <i>Sexualities</i>, 22(5-6), 767–784. https://doi.org/10.1177/1363460716681474</p>	Group 3's video
13 Nov	NO CLASS	Fall Reading Break	
20 Nov	<p>Gay by Birth, Fabulous by Choice: Class Objectives</p> <ol style="list-style-type: none"> 1. Identify risk factors and understand how to respond affirmatively 	<p>Robinson, B. A. (2018). Child Welfare Systems and LGBTQ Youth Homelessness: Gender Segregation, Instability, and Intersectionality. <i>Child Welfare</i>, 96(2), 29–46</p>	Group 4's video
27 Nov	<p>Impersonating is not your Beyonce Child: Class Objectives</p> <ol style="list-style-type: none"> 1. This class is open for reviewing content thus far and answering any unanswered questions 	Review materials thus far	Group 5's video
4 Dec	<p>Class Objectives</p> <ol style="list-style-type: none"> 1. Comprehend the importance of closure/endings 2. Engage in end of semester celebration 	Closing celebration. End of semester wrap up.	

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

Assignment 1: Personal Reflections of Gender and Sexual Development

Due: Any day before Sunday October 29th 2023.

Weight: 25%

Aligned Course Learning Outcomes:

2. Articulate theoretical frameworks relevant to understanding key issues affecting this community
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.

Criteria: Every single person is a sexual being and everyone has constructed their own gender identities. This assignment is asking students to think critically about their own gender and sexual identity, and to demonstrate understanding of *social learning, constructivism, and human development*. Students will be asked to reflect on their own history of sexual and gender development. Students are welcome to submit in any form they desire for this assignment (e.g: written, recorded, art, or any other form) on D2L. This assignment is asking students to:

1. Identify who and what influenced your gender and sexual development (GSD)
2. What feelings and/or emotions arise now as you look back at who/what influenced your GSD development
3. How has your GSD development catered to certain narratives/systems/positions of power throughout your life?
4. Offer a reflexive response to your GSD development (consider how you participated in or were affected by anti-gay/anti-trans beliefs/systems, and what the greater impact was to you, your community, and the world at large).
5. How do you anticipate your GSD to continue to develop throughout the years? Consider aging, professionalism, creating family, and all other aspects of life you anticipate for yourself. What intentions/promises can you make to yourself regarding your GSD?

These questions are provided to help student's creativity and are not meant as an outline for the assignment. Please use these questions to help think creatively.

This assignment is not asking students to come out. Instead, it is encouraging students to consider how social contexts, institutions, and systems have affected what we believe about gender and sexuality.

Assignment 2 PART 1: Video Presentation

Weight: 30% of Final Grade

Due: Friday, Oct 27th. All presentations must be submitted by 11:59PM.

Aligned Course Learning Outcomes:

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 2SLGBTQ communities

Criteria: Students will be put into groups of 5 at random selection. Each group is required to create a 50 minute presentation and submit it on D2L. Students will create a presentation that rebuts concerns and arguments presented by anti queer communities. These rebuttals will demonstrate the student's ability to identify arguments and provide evidence as to how these arguments create greater risks, perpetuate violence, create "othering" and harm the future of gender and sexual development for all people. The student's will have to demonstrate their advocacy and activism skills, while also showcasing social work principles of practice and code of ethics. Each group must submit the video on the assignment due date - there will be no exceptions. Each group's video will be shared with the class on the group's presentation date outlined on the course outline.

Students can choose from the following list of anti queer movements or suggest their own:

1. Justin Folk (Director). 2022. *What is a Woman?* (Film). Daily Wire
This source should include the digital contributions of Matt Walsh
2. TReVoices.org and Scott Newgent
3. Piers Morgan TALK TV
4. Anti Drag Performances
5. White Christian Nationalism and its use of rumor panic and moral panic
6. Anti-LGBTQ bills and the effects of policy on human rights

Assignment 2 PART 2: Comprehension Evaluation

Due: Friday, October 27th by 11:59PM

Weight: 10% of Final Grade

Aligned Course Learning Outcomes:

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

Criteria: Each student is required to hand in a maximum of two pages, double spaced, on D2L. In this paper, the student is to summarize what they learned creating the presentation (part 1). It is advised the student think of this assignment as an annotated bibliography or a literature review. Resources and references they specifically contributed to the group are to be highlighted, and can include peer reviewed articles, social media, personal communication, books and so forth. Students can write in first person to emphasize their learning process. Students will also offer an evaluation of their group members' contributions and attitude throughout the process of creating part 1 of this assignment. If the student's piece demonstrates a poor understanding of the material or a low level of participation in the group, the instructor reserves the right to lower the individual's grade by a full letter grade. If it is particularly informed, thorough, or demonstrates an exceptionally high contribution to the team, the instructor reserves the right to raise the individual's grade by a full letter grade. For example, if the group was given a B for part 1 of the assignment, but the student's part 2 of the assignment demonstrates exceptionally high comprehension, their grade for part 1 will change to an A.

Assignment 3: Professionalism in the Classroom

Due: on the last day of class

Weight: 10%

Aligned Course Learning Outcomes:

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

Criteria: Students are asked to hand in a short self-assessment piece providing their own grade and reflections on their participation during the semester. Students in this course are participating in collaborative learning. This means all students contribute to the learning process and environment. As emerging social workers, students are expected to participate in class, demonstrate professionalism, and conduct themselves in a manner that represents the *Social Work Code of Conduct* and *Guiding Principles*. Students are asked to participate during class time by having their cameras on, being respectful and curious, engaging in conversations and asking meaningful questions. Due to the nature of this course, some students may share their lived experience during class time. Although extremely valuable, this is not the intention of the course and students are never asked to be knowledge sharers unless they find it valuable for their learning process. All students are asked to refrain from sharing other people's lived experiences at all times. This means not sharing someone else's stories without

consent and permission, and not speaking on behalf of a minor's story regardless of the relationship they have with you.

Assignment 4: Letters of gratitude

Due: Monday December 4th by 11:59PM

Weight: 25% of final grade

Aligned Course Learning Outcomes:

1.Explore and define the 2SLGBTQQIAPP acronym

4.Develop critical awareness surrounding social work activism and advocacy as it relates to gender and sexual equality

7.Examine ethical issues, personal values, and evidence-based best practices in working with gender and/or sexual diverse people

Criteria: Each student is required to share an act of gratitude with the people who volunteered to share their lived experience with this class. Students are welcome to submit in any form they desire for this assignment (e.g.,written, recorded, art, or any other form) using D2L. There will be 5 acts of gratitude in total that students will have to create. Students are encouraged to share their takeaways, highlighted moments, words of inspiration, and thanks to those who volunteered in the lived experience videos.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students in this course are participating in collaborative learning. This means all students contribute to the learning process and environment. As emerging social workers, students are expected to participate in class, demonstrate professionalism, and conduct themselves in a manner that represents the *Social Work Code of Conduct* and *Guiding Principles*. Students are asked to participate during class time by having their cameras on, being respectful and curious, engaging in conversations and asking meaningful questions.
- Students are asked to inform the instructor if they are planning to miss a class and the instructor will support the student to make a plan for material catch up
- If student's fall behind during the semester, they are encouraged to reach out to the instructor for support

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- All assignments must be submitted on D2L
- Any assignments submitted outside of D2L will not be marked

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 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

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

Allen, K. (2020). *Our past matters: Stories of gay Calgary*. ASPublishing ISBN 9781999467708

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

