



LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

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](#).

Course & Session Number	SOWK 520 S01	Classroom	Online
Course Name	Human Sexuality and Social Work		
Dates and Time	Dates and Time: Everyday 9:00MT – 16:00MT for five days: Monday, January 2, 2025 – Friday, January 10, 2025 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dr. Jessica Shaw, PhD, RSW	Office Hours	As Requested
UCalgary E-mail	jessica.shaw@ucalgary.ca	UCalgary Phone	403-220-7361 (email preferred)

SYLLABUS STATEMENT

Critically examines contemporary human sexuality topics in the context of social work theory, practice, and research. Topics may include reproductive justice, pleasure and the body, sex work, and sexual violence and consent.

COURSE DESCRIPTION

Human Sexuality and Social Work is an intensive professional development experience that focuses on topics and issues related to human sexuality. It centers the theoretical and practical components of self-determination and bodily autonomy, intersectionality and standpoint theory, transformative justice, racial justice, disability justice, consent culture, media literacy, and reproductive justice (the right to have children, to not have children, and to parent in safe and healthy communities). Throughout the course, you will be invited to examine and challenge historical and contemporary issues related to sexuality and gender, scientific discovery, social and cultural norms, and your own personal and professional beliefs.

This fully online course will be delivered via Desire2Learn (D2L) and Zoom. 30 of the 39 required course hours will be delivered during Block Week (January 6 – 10, 2025), and it is therefore imperative that you participate online every day of the class schedule. The remaining 9 course hours will be fulfilled through asynchronous learning activities throughout the rest of the semester.

Pre-requisite: Admission to the Faculty of Social Work.

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

COURSE LEARNING OUTCOMES

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

1. Locate sex, gender, and reproduction within current sociopolitical contexts;
2. More competently and confidently discuss how issues and values related to sexuality are informed by a range of personal, social, and cultural perspectives;
3. Critically discuss how sexuality perspectives, experiences, and policies affect our professional work, personal lives, and relationships;
4. Describe and apply theories of justice to sexual and reproductive health and rights;
5. Identify areas where you may need to further investigate and develop your knowledge and social work skills as they relate to sexuality, gender, and reproductive justice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Laureano, B. I. (2024). *The people's book of human sexuality: Expanding the sexology archive*. Routledge.

Additional required readings as listed in the class schedule, and available through the University of Calgary library and on D2L.

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 fulfills the requirement of one elective in the BSW curriculum.

CLASS SCHEDULE

Important Dates for Winter 2025

- Start of Term: Monday, January 6, 2025
- First Day of Class: Monday, January 6, 2025
- End of Term: Wednesday, April 30, 2025
- Last Day of Class: Friday, January 10, 2025
- Withdrawal deadline: Friday, January 10, 2025
- Fee Deadline: Friday, January 30, 2025
- Alberta Family Day, no classes: Monday, February 17, 2025
- Good Friday, no classes: Friday, April 18, 2025
- Easter Monday, no classes: Monday, April 21, 2025
- Term Break, no classes: Sunday-Saturday, February 16-22, 2025

No coursework is required prior to the first day of class.

Date	Topic	Readings
January 6	<ul style="list-style-type: none"> • Welcome & course review • Guiding principles & theoretical orientations • Centering pleasure and consent 	<p>CH: Introduction (pp. 1-6)</p> <p>CH 1: Transforming sex education curricula through media literacy, media justice, and power (pp. 19-26)</p> <p>Goldberg, C. (2018). Fucking with notions of (dis)ability injustice: Exploring BDSM, sexuality, consent, and Canadian law. <i>Canadian Journal of Disability Studies</i>, 7(2), (123-160).</p> <p>Ross, L. (2017) Conceptualizing reproductive justice theory: A manifesto for activism. In L. Ross, L. Roberts, E. Derkas, W. Peoples, & P. Bridgewater (Eds.), <i>Radical reproductive justice: Foundations, theory, practice, critique</i>. (pp. 170-232). Feminist Press.</p>
January 7	<ul style="list-style-type: none"> • Sex, gender, & gender identity • State-sanctioned sexual and reproductive violence 	<p>Hutchison, J. (2024). The gendered, misogynoiristic, and colonial genocidal logics of strip searching. <i>Affilia</i>, 0(0). https://doi.org/10.1177/08861099241297153</p> <p>Wahlsten D. (1997). Leilani Muir versus the philosopher king: Eugenics on trial in Alberta. <i>Genetica</i>, 99(2-3), 185-198. https://doi.org/10.1007/BF02259522</p>
January 8	<ul style="list-style-type: none"> • Sex across the lifespan • Paraphilias and kink • Sex tech • Sex work 	<p>CH 3: “Buying people everyday: Power, intimacy and money at work” (pp. 53-63)</p> <p>CH: 6 The erotic power of the professional nurse, and the body the move in (pp. 101 – 109)</p> <p>Lown, J., Chiavelli, S., & Collier, K. M. (2024). The gaze of the gatekeeper: Frontline social workers’ perceptions of sex workers when making recommendations about treatment. <i>Affilia</i>, 0(0). https://doi.org/10.1177/08861099241293415</p> <p>Marston, H., Morgan, D., Earle, S., Hadley, R. (2023). Shiver me Tinders and ring a ding for a fling: Sex tech use during COVID-19 - Findings from a UK Study. <i>Healthcare</i>, 11(6), 897-915. https://doi.org/10.3390/healthcare11060897</p>
January 9	<ul style="list-style-type: none"> • Self-managed and community-based abortion 	<p>CH: 10: Changing the narrative: Abortion as a family value (pp. 158 – 162)</p>

	<ul style="list-style-type: none"> Relationship orientations 	<p>Shaw, J. (2022). Global activist mobilization to support safe abortion in restrictive regimes. <i>Women's Reproductive Health</i>, 9(1), 45-50. doi: 10.1080/23293691.2021.1999603</p> <p>Shaw, J. (2019). Conscientious affirmations: A response to conscientious objections to abortion. <i>Women's Reproductive Health</i>, 5(4), 277-286. doi:10.1080/23293691.2018.1523120</p>
January 10	<ul style="list-style-type: none"> Solidarity as liberation Reimagining approaches to sexuality and gender Term project consultation 	<p>CH 5: Solidarity as liberation: A Queer Mad legacy (pp. 84 – 90)</p> <p>CH 12: Muslim sexuality (pp. 191 – 196)</p> <p>CH 13: The F.A.C.E model: Using fashion as a sexual health tool (pp. 197 – 201)</p>

The majority of the above readings were written by Black queer women, and genderqueer folks. Rather than segregate the experiences of equity-deserving people into individual lessons or lectures, the perspectives and experiences of Indigenous persons, Black persons, and other racialized people, as well as those of people living with disabilities, will thread throughout all topics.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary.ca email. During Block Week, I will check for course-related emails at the end of each day. Throughout the rest of the semester, I will endeavor to respond to emails sent via your @ucalgary.ca email within 48 hours (excluding weekends, statutory holidays, and Reading Week).

Questions that are general in nature are likely applicable to multiple students and should be asked in the course D2L discussion board. If you ask a general question via private email, you will be asked to post it to the discussion board before it is answered.

Personal questions, accommodation requests, or otherwise sensitive or private information should only be shared with the instructor via private communication through your @ucalgary.ca email address.

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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom 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. Students will be advised before the instructor initiates a recording of a Zoom session

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: Guided Reflective Journal and Professional Development Plan (50%)

Due January 20 by 12:00MT

Aligned Course Learning Outcomes: 2, 3, 5

Assignment Description: The purpose of this assignment is to create space for you to personally reflect on the learnings of each class, to consider what topics or issues challenged you and why, and to identify a professional development plan that will extend your engagement with topics related to human sexuality beyond the confines of the course.

At various times in class, you will be prompted to consider and respond to reflective questions. You will also be allocated time at the end of each class to record some of your daily emerging thoughts and wonders. These parts of your journal are personal, so you should feel encouraged to write deeply and honestly to yourself.

Assessment Criteria:

Part I (30%) – Due January 8 23:59MT: Select and expand upon a journal excerpt from each of the first three days (January 6, 7, 8) that you feel highlights how a particular experience did or did not resonate with you (3 entries x 10 marks each);

Part II (10%) – Due January 17 23:59MT: Critically review one course reading, complete any exercises that accompany it, and post it in the D2L discussion forum for open engagement;

Part III (10%) – Dues January 17 23:59MT: Develop an overall summary statement of your journal, reading, and course reflections, along with a professional development plan that includes a SMART(S) (specific, measurable, attainable, relevant, time-bound, realistic, and self-defined) objective and goal.

More detailed grading criteria will be available to you in D2L. In addition to any D2L posting requirements, you will submit your curated journal, chapter review and exercise(s) and professional development plan as one document via Dropbox in D2L.

**Assignment 2: Term Project (50%) – Scaffolded assignment, see due dates for each part below
“Current Topics in Gender, Sexual, and Reproductive Health and Rights”**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

Assignment Description: This assignment invites you to locate a topic of interest related to gender, sexual, and/or reproductive health and rights within current sociopolitical contexts, and as relevant to your developing social work practice. Suggested topics will be offered in D2L, but you are welcome to propose a topic of personal or professional interest that is not on the list. The assignment is divided into four parts, each designed to facilitate the progression of your project over the course of the term.

You may choose to complete this assignment individually, or you may choose to complete this assignment as a group. If you choose to work with a group, you will be expected to work collaboratively and to utilize the principles of equity in how you share workload responsibilities. You will respectfully address any group dynamics that affect your ability to work together and will all receive the same final grade.

You are encouraged to be creative with this assignment. You may submit it as an academic paper, a manuscript written for publication, a video, narrated presentation, or artistic piece accompanied by an explainer. If you intend to submit your project in a format other than a written document, please plan to have a brief conversation with the instructor first.

Assessment Criteria:

Part I Identify Topic (5%) – Due January 24 23:59MT: Post your selected topic, what draws you to study it, your beginning thoughts on what format your assignment might take, and list of group members (if applicable) to the Assignment 2 discussion board in D2L. If you are working in a group, only person is required to post on behalf of the group.

Part II Submit Project for Peer Review (25%) – Due February 28 23:59MT: Although you will have an opportunity to edit your final submission after peer review, this part (Part II) of the term project is considered the be the most significant portion. You are expected to submit a complete project to the D2L discussion forum “Term Project Peer Review”, and label it with your project title and your name, or all group members, as applicable. (Ex. Self-managed abortion in Canada: Jessica Shaw). Detailed grading criteria will be discussed in class and available on D2L and will include assessment based on: topic background and related statistics, locating the topic within a current sociopolitical context, offering a critical review of relevant readings, linking and specifically discussing the topic as it relates to social work practice, your vision for the future.

Part III Peer Review (10%) – Due March 10 23:59MT: Individually, you will review and offer constructive commentary, feedback, and suggestions on one project. Please be mindful of which project you choose to comment on, attending to those that may not have peer review feedback yet.

Part IV Final Submission (10%) – Due March 31 23:59MT: After considering and incorporating peer review feedback, you will create an appendix that outlines how you have incorporated feedback into

your work and submit your final project via Dropbox in D2L. If working with a group, all group member names (first and last) must be submitted at the top of the appendix.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

MISSED OR LATE ASSIGNMENTS

Students who miss class will lose the related 5% from Assignment 1 that correlates with the day that was missed.

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. A request for an extension should be sent to the instructor at least 48 hours prior to the assignment due date. Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).

Especially because Assignment 2 is scaffolded and relies on peer review and a collective adherence to due dates, it is imperative that each component of the assignment be submitted on time. If your submission of one part of the assignment is so delayed that it affects the timing of your peers being able to engage with sequential parts, you may be asked to complete an individual term project as a replacement assignment. The terms of any replacement assignments will require a meeting with the instructor, and a written agreement which clearly outlines the new terms, including due dates.

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>

Use of the singular “they” is endorsed as part of APA Style because it is inclusive of all people and helps writers avoid making assumptions about gender. Using gender inclusive language throughout this course is especially important, and should be attended to in each discussion board post, email, class chat messages, and assignments.

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 traditional and self-plagiarism, has serious consequences, as set out in the University Calendar: <https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514>

Please review the section on AI below and the section on recording of classes on page 6 for further elaboration on situations where policies related to misconduct may apply.

USE OF ARTIFICIAL INTELLIGENCE TOOLS

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

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.	
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The instructor will consider your overall course engagement and performance in deciding whether to round up marks in decimals to the nearest whole numbers. Any mark >.45 is not eligible for consideration.

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>

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 \(2024\)](#) and the [Alberta College of Social Work Standards of Practice \(2023\)](#).

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