Name of Course:  TBLQGI Issues Matter: Education, Empowerment, and Engagement

Dates:  Tuesday August 30 and Thursday September 1, 2016
        SW Room B684

Instructors:  Rogério Meireles Pinto, LCSW, Ph.D.
             Associate Professor
             ropinto@umich.edu

             Beth Sherman, LMSW
             Assistant Clinical Faculty
             shermanb@umich.edu

Course Description:

This mini course will engage students in meaningful and generative conversations regarding matters of personal and biological identity, family of choice, community building, social justice, advocacy and policy concerning Transgender, Bisexual, Lesbian, Gay, Queer and Intersex individuals and their Allies (TBLQGIA). Students in this group will share their knowledge, concerns and hopes, out of which specific themes will emerge. Students will work in smaller groups based on these themes (e.g., safer schools, adoption, etc.). The work for each group includes specific, detailed discussions on their chosen theme. Students will identify and collect facts, opinions, statistics and anecdotal data on the theme from books, magazines, interviews, photographs, and the Internet. Information collected will be
discussed by the groups, followed by an exercise to help them organize the material into coherent sub-themes and illustrations that will be formulated into an artifact. The artifacts will be assembled and displayed with a chance for student presentation and dialogue. Students will obtain specific knowledge about key issues in the LGBTQI communities within a diversity and social justice framework. They will gain practice skills in the area of critical thinking, advocacy, policy analysis, and culturally responsive practice.

Course Objectives and Relationship to CSWE Core Competencies and Practice Behaviors

Objective 1: Students will increase knowledge of current and historical contexts related to personal and biological identity, family of choice, community building, social justice, advocacy and policy concerning Transgender, Bisexual, Lesbian, Gay, Queer, and Intersex individuals and their allies. (CSWE Competency 4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. CSWE Competency 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.)

Objective 2: Through the process of engagement, research, analysis, and collaboration students will apply knowledge about matters of critical importance to social work practice with GLBTQIA individuals and communities. (CSWE Competency 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.)

Class Attendance, Readings, and Participation

All are expected. Required readings are to be completed prior to class session. During class time, laptop use is permitted for note taking, accessing powerpoints and other course materials ONLY. If students are using media for non-class related activities during class time, this will impact their final grade.

Accommodations for Students with Disabilities

We invite any class member who has a disability that may affect his or her participation in this course to let us know. We can discuss possible modifications or
accommodations in instructional format, assignments, etc. Any student who feels they may need an accommodation based on the impact of a disability may let me know so we can work out ways to address. Please contact the Services for Students with Disability office at 734-763-3000 in room G-664 Haven Hall to coordinate accommodations for students with disabilities.

**Required Readings**

All readings are available on course canvas site and are expected to be completed before first class session.

Required:


**Course Assignment for Academic Credit and Grading:**

As part of a small group, students will develop, present, and reflect upon an artifact, such as a poster or a collection of objects, related to their chosen theme. Grading will be satisfactory/unsatisfactory and based on attendance, participation, and successful completion of final integrative group project. Full project instructions will be distributed in class.
Additional Resources:

http://www.blackgirldangerous.org/ (Black Girl Dangerous: Amplifying the Voices of Queer and Trans People of Color)

https://www.ted.com/talks/io_tillett_wright_fifty_shades_of_gay (Fifty Shades of Gay TED Talk)

http://www.glsen.org/ (Gay, Lesbian, and Straight Education Network)

http://www.goaffirmations.org/ (Affirmations Community Center)

https://www.aclu.org/issues/lgbt-rights (American Civil Liberties Union)