SW 510: SEED Week Sexuality and Social Work

Date/Time: Tuesday August 28th 1-5 pm, Wednesday August 29th 8:30am-12pm, Thursday August 30th 8:30am-1pm

Professor: Dr. Shanna Katz Kattari, PhD, MEd, CSE, ACS (pronouns: she/her/hers)

Office: 4706 SSWB
Email: skattari@umich.edu
Phone: 734.763.0074
Office Hours: By appointment or catch me after class

1 Credit, SEED Week course

Required Text
There will be readings and handouts from recent social science journals and pertinent news articles and/or social media publications, podcast, blogs, and other sources distributed to students via Canvas. This course will also include supplemental videos and social media to enhance and support your learning experience.

Content Note:
This course is about the wide world of human sexuality. We will cover topics such as kink, BDSM/kink, body parts, sex work/pornography, LGBTQIA2S+ topics, abortion, sex and disability, sexual assault, and more. It is ok if some of these topics make you anxious – what a great way to come together and process our own issues before we meet our clients! However, I ask that you show up with an open mind, and be willing to take care of yourself in a way that does not harm others or actively impede your classmates from learning. Some gasps and giggles are ok, but if you cannot conduct yourself in a professional way around topics surrounding sexuality, then this class is probably not a great fit for you.

Contacting Me
Email is the best way to reach me. I will do my best to respond to any email within 24 hours. I also offer office hours at a set time, and by appointment. Emailing me 10 minutes before class will likely not result in a response before class begins, but you are welcome to touch base with me after class in person.

Course Description
Everyone has a sexuality, and so social workers need to be prepared to support clients and communities across a variety of sexual identities, experiences, and behaviors. This course integrates a basic introduction into the spectrum of human sexuality along with foundational pieces supporting the theory and practice of social work. By viewing many facets of sexuality from a social work perspective, students will be prepared to assume serve individuals, groups, and communities regarding various issues connected to human sexuality. We will focus definitions surrounding sexuality, the ethics of sexuality and social work, ways to integrate sexuality information into different types of social work practice, and conversations on how complex feelings around controversial topics may impact both practitioners and their clients. Much of this class will include a more in-depth view on communities often marginalized around sexuality, including LGBTQIA+ individuals, older adults, people with disabilities/impairments,
youth, people of color, those who have experiences sexual abuse, those who participate in kink/BDSM practices, and those who chose to be consensually non-monogamous. No previous sexuality education experience required, but an open mind and willingness to engage in the grey areas outside of binaries is strongly encouraged.

Course Design
This class will strive to foster a learning environment where each student can reflect critically on their own experiences and messages they have been given from the world, construct a framework for supporting individuals and communities around sexuality, and examine sources of their beliefs and perspectives, and how they may impact their practice. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. It involves lectures, discussion, video, and ESPECIALLY participation in experiential activities.

Relationship to SW Ethics and Values
The NASW Code of Ethics will be used to give students direction about ethical issues as they relate to the experience of marginalized groups. The course will focus on social workers’ responsibility as professionals to promote general welfare by working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public. Special attention will be paid to sexuality, gender, and other related identities.

Accommodations for students with disabilities
If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you chose to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 7633000 or go to http://www.umich.edu/~sswd/

Note: I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our classroom space, activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know!

Laptop Policy
Laptops may be used for legitimate classroom purposes only, such as taking notes or looking up readings on Canvas. Email, Facebook, instant messaging, online shopping, surfing the Internet, and playing games are not considered legitimate classroom purposes. Such use is distracting to those seated around you, and if I see you using your computer for these purposes, I may ask you to turn off your computer and take notes by hand.

Inclusivity Policy
Social and economic justice is one of the key themes of social work practice, research, and
education. As a social work community, we must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively listen to each other about how our words and actions are affecting one another and the learning environment, knowing the impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech, and holding active regard for one another being open to diverse perspectives and ideas. I recognize that microaggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability status, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.

**Course Schedule**

**Day 1 (4 hours) – August 28th**

Introductions

Group Agreements

Cross the Line

Language Game

Taking Sides Activity

Check Out

**Homework:**


**Day 2 (3.5 hours) – August 29th**
Check In

Gender Unicorn/Sexual Orientation/Romantic Orientation/Sex/Gender

Let’s Talk About Sex (Movie – 62 min)

Disability and Sexuality

Check Out

Homework:


Chapters from Coming Out Like A Porn Star. 1) How to Come Out Like a Porn Star: An Introduction (by Jiz Lee), 2) Coming Out About Porn From Inside Oppression (by Ignacio G. Rivera aka Papi Coxxx) and 3) Reveal All, Fear Nothing: Raising a Feminist (by Madison Young)

-Listen to a Polyamory Weekly Podcast (of your choice)

**Day 3 (4.5 hours): August 30th**

Check In

Kink Discussion

Non-Monogamy

Sex Work Discussion

Live Nude Girls United (Movie - 70 min)

Exiting activity

*Self-Reflection Due: 11:59 PM*

**Sept 7th**
Interview Write Up Due: 11:59 PM

Optional Readings:
See Canvas

Assignments

### Participation: 30% (300 points)

**Self Reflection Paper: 50% (500 points)**

**Sexuality Professional Interview Reflection: 20% (200 points)**

### Submission of Assignments

*All assignments must be submitted online via Canvas at or before the time it is due* as indicated on the syllabus. If you are unable to submit online for any reason, email me your assignment directly. If you do not contact me to explain that Canvas is not working, and do not email the assignment, your assignment will be considered late.

Any late assignment will lose 3 points for each day it is late unless arrangements are made with me for an extension prior to the due date. Occasionally, unforeseen circumstances arise (e.g., illness, personal or family emergency) which may make it difficult for you to complete the assignment by its designated due date time.

Should this happen, it is YOUR responsibility notify me. At my discretion, your request for an extension of an assignment past its due date may be granted, usually for no longer than one week past the due date. I reserve the right to deduct points for late assignments.

### Participation – 30%

**Due Date:** Throughout our class time

Participation is broadly defined. Participation refers showing up to class (in a timely manner), asking questions, applying course concepts to questions about your own experiences, contributing to the learning of others, participating in online discussions, providing accurate and respectful feedback to others, identifying any unique learning needs or problems to the professor, and utilizing office hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments. Class contributions should focus on relevant course concepts and professional practice experiences. Monopolizing space or contributing off topic is not considered participation. Participation can and should be done both in the classroom and on the discussion boards online.

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<th>Criteria</th>
<th>Exemplary Performance</th>
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<td>Frequency of participation in class</td>
<td>Student initiates contributions more than once in each class session/online discussion, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute, in person or online. Student does not comment overzealously or to the exclusion of other learners.</td>
<td>80</td>
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Quality of comments | Comments in person and online are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand. | 1100
Listening Skills | Student listens attentively when others present materials and perspectives, and contribute comments that build on others’ remarks. Student expresses disagreement in a professional and respectful manner. | 110
Total | | 300
*Modified from Eberly Center for Teaching Excellence

**Self Reflection Paper – 50%**
DUE – August 30th 11:59pm

The purpose of this project is for students to explore their own values, experiences, and biases and to better understand how their knowledge, attitudes and beliefs around sexuality influence who they are, how they see the world, and how they might engage clients as social workers.

Papers must be evident of both thoroughness and thoughtfulness. Students are expected to put time and effort into this assignment. Submissions that are not reflective of considerable time and effort will not receive any credit. It is important that students answer the prompts honestly. I am the only one who will be reading/watching this assignment.

This is an opportunity for students to consider what their answers reveal about who they are and how this shapes them as a person and a future social worker or educator.

Do not read or write the text of the questions in your paper. I know the questions and will have a copy of them when I am reviewing your submission. Instead, use the limited time you have to focus on your answers. I also want to encourage you to focus on salient experiences that cut across multiple questions/aspects of your knowledge, attitudes and beliefs around sexuality, and avoid answering each question one by one. There are simply too many questions and many of them overlap. Try to make this paper more comprehensive.

A strong paper will focus on key experiences in your life that shaped your knowledge, attitudes and beliefs about different aspects of sexuality; both yours and others’. For example, you could first discuss messages you received in your family about sexuality, gender, sexual orientation, etc. and then move to important experiences you had in the community that taught you what behaviors were appropriate and desirable.

You don't have to do it exactly this way, but it will be more manageable than answering each question individually given the space requirements. What is most important is that you take time to really think about the questions, reflect on your life experiences, and synthesize them together to communicate how you developed your sexuality worldview.

The depth of your effort and self-reflection for this assignment will determine the depth of your learning. Feel free to integrate in discussions, panels, videos, and other portions of our class that may have been relevant for you.
1. Introduce yourself. Write ~1 page about who you are; where you are from, where you grew up, etc. Consider how you might introduce yourself to a new roommate. What are the important things you think they need to know about who you are and the identities you hold?

2. WHAT are the messages you have been given around sexuality? This might include topics of when someone should have sex, who they should have sex with, what gender is (or is not), who people should love, access to sexual health care, access to abortion, kink, non-monogamy, sex work, sexuality as intersecting with other identities (race, disability, religion, etc.), and so on. WHERE did these messages come from (family, friends, peers, teachers, ads, media, etc.)? How did you FEEL about those messages when you got them? How do you FEEL about those messages now?

3. What do you think you KNOW about diverse sexuality related identities, behaviors, and concepts (using above definition of all the things that are under this term)? How do you FEEL about diverse sexuality related identities, behaviors, and concepts (using above definition of all the things that are under this term)? What areas do you BELIEVE you are well situated in? Which areas do you need more knowledge or time to marinate?

4. HOW have your own experiences impacted your own worldview of sexuality. You can share as much (or as little) personal info as you want. For example, exploring your own gender may have impacted how you view gender diverse communities, or choosing to have sex outside of marriage might have changed your thoughts about waiting for marriage. You do not have to detail the experience if you do not want, but please share how your OWN experiences have shifted or solidified your sexuality worldview.

5. WHICH areas of sexuality do you think will be most complicated for you to engage as a social work? WHY? And HOW will you ensure you are doing the best you can for your clients, even when (and especially when) their beliefs, behaviors, identities, choices, or attitudes differ than your own? How will the NASW Code of Ethics help to guide you around this?

6. Read your answers to the questions above. Ask yourself: What have I NOT said? Why not? What things did I not explain because I believed the reader shared my common experience? Or because I felt it was not relevant to my social work practice? Upon reflection, identify steps you may take to integrate social justice, self-determination, and other relevant social work values and ethics into potential sexuality practice as a social worker. Also consider areas where you can work on growth throughout this program and your career, and how you will continue to develop knowledge. This should be discussed at the micro, mezzo, and macro level.

**Expected Length:** Papers should be 6-10 pages (Times New Roman 12, double spaced, 1" margins) and in APA format. No citations are needed – this should be 100% based on reflection of your own identities and experiences in moving through the world.

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<td>Authenticity</td>
<td>Paper represents the author’s ideas, thoughts, or conclusions accurately, fairly, and eloquently. It is authentic to the author and their own experiences, and not regurgitating thoughts already shared in the class or from others. It shows willingness to be self-reflexive and vulnerable. It moves beyond simply recitation of facts and identities.</td>
<td>400</td>
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Interview with Sexuality Focused Social Worker – 20%
DUE – September 7th, 11:59pm

For this assignment, I am asking you to interview a current social work (MSW and/or PhD in social work) who has done work in the sexuality field. This includes therapists, political folks, researchers, educators, and others. I have cultivated a list of those willing to talk to you/be interviewed, although you are also welcome to reach out to others if you would prefer. This assignment MUST be completed by its due date, no extensions given, so please do not wait until the last minute on this. The folks on my list will expect to hear from you during this class, or in the few days following.

Please conduct an interview with your person. It will ideally be done real time (phone, in person, Skype, FaceTime, Zoom, etc.), but can be done by email if needs be. Create a list of questions you will ask them (noting that you should also be practicing your general interviewing skills by asking probing questions based on their answers to your initial more general questions. You can ask them things about how they chose social work, how they ended up where they are, successes, challenges, if they would do it again, advice, etc. Please be respectful of their time and keep the interview portion at 10-15 minutes unless they offer to extend it.

Then, I’d like you to write up your experience, and how it connects to your current and future practice. Start with one paragraph about who you interviewed, why you chose them, and a few sentences about their social work practice. What was surprising? What was as expected? What did you learn? How has this changed your ideas about sexuality and social work (if at all)? Is there anything you can take and add to your practice or your plan about educating yourself?

Expectations: The ideal paper will be approximately two (2) pages, Times New Roman or Arial, 12-point font, double spaced, 1” margins, and offer a self-reflexive look at your own practice based on your interview and what your professional said. MAKE SURE TO USE THE CORRECT NAME, PRONOUNS AND TITLE of the person you interviewed.

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<td>Authenticity</td>
<td>Accompanying paper represents the author’s ideas, thoughts, or conclusions accurately, fairly, and eloquently. It is authentic to the author and their own experiences, and not regurgitating thoughts already shared in the class or from others. It shows willingness to be self-reflexive and to connect knowledge from the community with their own current and future practice.</td>
<td>100</td>
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<td>Clarity and Presentation</td>
<td>Accompanying consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively frames first-person perspective in the text. It is clean, correctly formatted in APA style (12-point font, Times New Roman or Arial, 1” margins), and written in full sentences, reaching minimum page length. There are virtually no spelling or grammatical errors. Interviewees pronouns are correctly used.</td>
<td>100</td>
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Total 200

*Modified from Eberly Center for Teaching Excellence

Course Grades
This is a pass/fail, satisfactory/unsatisfactory class.
Mental Health
University of Michigan is committed to advancing the mental health and wellbeing of its students. Health and wellness encompasses situations or circumstances that may impede your success within the program. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus, including our CAPS impeded counselor here in the SSW. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/.

Emergency Preparedness
In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact 734-764-7793 for up-to-date school closure information. Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom. If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcompliance@umich.edu. For more information view the annual Campus Safety Statement at http://www.dpss.umich.edu/. Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergency-management/alert/.

Dependent Care Resources
For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (http://www.studentswithchildren.umich.edu). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (http://www.hr.umich.edu/worklife/) and the UM Child Care gateway (http://www.hr.umich.edu/childcare/).

Religious Observances
Please notify me if religious observances conflict with class attendance, community participation or due dates for assignments so that we can make appropriate arrangements.

Student Code of Academic and Professional Conduct
All students should be familiar with the Student Code for Academic and Professional Conduct which holds our students to the highest standards of academic and professional conduct. Unacceptable academic behavior refers to actions or behaviors that are contrary to maintaining
the highest standards in course work and includes such actions as cheating, plagiarism, falsification of data, aiding and abetting dishonesty and impairment. Any suspected situations of academic misconduct will be discussed with the student and then reported to the Associate Dean for Academic Programs, Mary Routledge.

**Campus Commitment and "Expect Respect" campaign**
A respectful, supportive, and welcoming environment is necessary for student learning. The University of Michigan has developed the Campus Commitment within the Expect Respect initiative as a University wide educational program that "provides clear definitions of discrimination and harassment prohibited by University policy, as well as contact information for University resources and ways to report concerns. Its goal is to contribute to an environment of civility and respect in which all members of the University community can work and learn." For more information on this program please read http://hr.umich.edu/oie/cc/index.html. Please contact me if you have any concerns about these issues as they relate to our class or your experience at the UM in general.