Name of Course: LGBTQI Individuals and Communities: Education, Engagement and Empowerment

Dates: Tuesday August 27, Wednesday August 28, and Thursday August 29, 2019

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Course Description:
This mini course will engage students in meaningful and generative conversations regarding matters of sexual and gender identity, family of choice, community building, social justice, advocacy and policy concerning Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex (LGBTQI) people and communities. Students in this group will share their knowledge, concerns and hopes for LGBTQI individuals and communities, 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 research and discussions on their chosen theme. Students will identify and collect facts, opinions, statistics and anecdotal data on the theme from books, magazines, interviews, photographs, the Internet, and their conversations. 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 LGBTQI communities within a diversity and critical intersectionality social justice framework. They will gain practice skills in the area of critical thinking, reflexivity, research, 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 sexuality and gender identity, family of choice, community building, social justice, advocacy and policy concerning Lesbian, Bisexual, Gay, Transgender, Queer, and Intersex people and communities. (4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. 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 LGBTQI individuals and communities. (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:**


Strongly recommended:


These readings are also summarized in a 30-minute recorded presentation titled “An Intersectional Approach to LGBTQI Empowerment and Activism: Readings Summary” available on Canvas, which you are expected to watch prior to Day 2 of the course (August 28th, 2019).

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)
https://www.lgbthealtheducation.org (National LGBT Health Education Center)