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

Dates:
- Tuesday August 25 (2:15-5:15pm)
- Wednesday August 26 (8:30-noon)
- Thursday August 27 8:30am-3pm.

Format: This is a fully online course involving small and large group discussions, activities, and presentations. You will receive a Zoom invitation in the week prior to class.

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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 shared 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**

In order to participate fully in this online class, you are expected to attend all synchronous sessions, complete all required readings, and watch all videos assigned for different portions of the course. During synchronous class time, we expect you to voice both the video and audio functions of Zoom Conferencing System during presentations, discussions, and small and large group work. This is an interactive course, so please be prepared to engage in conversation.

**Accommodations for Students with Disabilities**

We invite any student with a disability that may affect participation to let us know in advance of class activities. We will discuss modifications and/or accommodations in instructional format, assignments, etc. 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, Preparation, and Activities**

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

In preparation for our first class, please **complete the following by August 25 BEFORE class.**

1) Watch Paris is Burning (Run Time 1hr 16 min). [https://www.youtube.com/watch?v=yNE6nv3-l1w](https://www.youtube.com/watch?v=yNE6nv3-l1w).

2) While watching Paris is Burning, please take notes (observations, questions, comments) about how the stories being told relate to issues of privilege, oppression, diversity, and social justice. Please also jot down how you feel. You will use these notes to engage in discussions during our first class together.

3) Watch: COVID and Racial Inequities Series: COVID, New Orleans, Louisiana, and
LGBTQ+ [https://www.youtube.com/watch?v=R3QEN_8FOUo&list=PL5qpEftF3CSQ3sKzL1CPOq218BGoHmpf2&index=5&amp;t=10s](https://www.youtube.com/watch?v=R3QEN_8FOUo&list=PL5qpEftF3CSQ3sKzL1CPOq218BGoHmpf2&index=5&amp;t=10s)

4) Complete course readings before class begins on August 25, 2020

Timothy S. Jost (June 17, 2020 California Health Care Foundation Rule Cutting ACA’s Transgender, Other Civil Rights Protections Called into Question by Supreme Court. [https://www.chcf.org/blog/rule-cutting-acas-transgender-other-civil-rights-protections-called-into-question-supreme-court/](https://www.chcf.org/blog/rule-cutting-acas-transgender-other-civil-rights-protections-called-into-question-supreme-court/)


5. Familiarize yourself with the presentation platform Prezi, as this will be how students will display their final projects. YouTube Video (How to create Prezi by 1Skill [https://www.youtube.com/watch?v=AlvWXa_uuZo](https://www.youtube.com/watch?v=AlvWXa_uuZo))

**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 virtual poster or prezzi presentation related to their chosen theme. Grading will be satisfactory/unsatisfactory and based on attendance, participation, and successful completion of final integrative group project and project worksheets. Full project instructions will be posted on canvas site.

Additional Resources:
- [http://www.goaffirmations.org/](http://www.goaffirmations.org/) (Affirmations Community Center)
- [https://www.aclu.org/issues/lgbt-rights](https://www.aclu.org/issues/lgbt-rights) (American Civil Liberties Union)
- [https://www.lgbthealtheducation.org](https://www.lgbthealtheducation.org) (National LGBT Health Education Center)