

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

**Course Numbers:** SW 360K/WGS 345

**Office Number:** SSB G.1.400H (GSC) – office hours in SSW 3.104A

**Semester:** Fall 2009

**Office Phone:** 512-232-1873

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**Meeting Time/Place:** Fridays 11:30am - 2:30pm, SSW 2.116

**Office Hours:** Fridays 10:30-11:30am

**Instructors:** Shane Whalley, LMSW, [swhalley@austin.utexas.edu](mailto:swhalley@austin.utexas.edu)

**Confronting LGBTQ Oppression: Exploring the Issues and Learning  
the Skills to Communicate Them**

**Course Description:**

Lesbian, gay, bisexual, transgender, and queer (LGBTQ) people on the UT campus and beyond face many challenges due to homophobia, heterosexism, biphobia, and transphobia. Education and awareness are the first steps in combating hate and discrimination. This course will serve two primary functions: to increase participant's knowledge on the issues facing the LGBTQ community and to learn facilitation skills in order to talk about these issues on campus. Peer education is a powerful tool. Participants in this course will become peer educators in a team. During the spring semester they will give workshops across campus around LGBTQ issues.

**Course Objectives:**

- Study, examine and discuss LGBTQ community history, identity, issues and resources
- Apply knowledge of LGBTQ community history, identity, issues and resources to workshop curriculum
- To explore strategies for fostering a more inclusive UT campus environment
- Utilize Theater of the Oppressed techniques in conducting LGBTQ workshops in educating the larger UT community
- Learn methods for making appropriate referrals dependent on student needs that arise during LGBTQ workshops
- Understand the concept of intersectionality of multiple identities within the LGBTQ community
- Study college student development identity models including LGBTQ and racial development
- Reflect on and critically examine personal identities and their impact on role as LGBTQ peer educator

## Teaching Methods

This course is taught using a seminar format. Students are expected to come to class prepared to be active participants in discussions and activities. Students are expected to read the assigned readings as well as to bring in information that they have found outside of class. This course will not have a lot of lectures, and will be primarily discussion based.

## *Course Content and Organization*

The goal of this course is to prepare the students to facilitate workshops on LGBTQ identities and communities on the UT campus. In order to reach that goal the course has two content areas: 1) LGBTQ identities and communities and 2) facilitation skills. Each class will usually consist of discussion of news and current events, as well as the topic of the day, interactive activities, and practicing facilitation techniques.

The content for LGBTQ identities and communities comes from several sources: current events, textbooks, films, and personal stories.

The content for facilitation techniques comes from Theater of the Oppressed and collective knowledge and experience.

## Class Policies

1. Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and the professor. Students are expected to **complete the readings prior to class**, and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. Students will be allowed **one (1) unexcused absence (freebie)**. Role will be taken each class period. In cases where a student misses more than the allotted one freebie, the professor reserves the right to lower that student's final grade by two points for each class missed beyond the one freebie. In extenuating circumstances of absence, students are to notify the professor. Students are responsible for any material missed due to absences.
2. Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. Students are expected to turn in all required assignments on the agreed upon due date **at the beginning of class**. Assignments turned in after class starts will be considered late. If accepted, late assignments will be assessed point penalties at the rate of two (2) points per each day late. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance.

3. Request, use, and offer feedback. Participate in class discussions and other in-class activities. Differences in values, opinions, and ideas with other students (and guest speakers) will be respected.
4. Use APA Style for referencing. The *Publication Manual of the American Psychological Association* is the style manual used by the School of Social Work. A helpful web resource for APA style is:  
<http://owl.english.purdue.edu/owl/resource/560/01/>.

## **University Policies**

### **The University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### **Professional Conduct in Class**

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

### **Policy on Scholastic Dishonesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

### **Documented Disability Statement**

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

### **Religious Holidays**

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a

religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

### **Use of E-Mail for Official Correspondence to Students**

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

### **Safety**

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

### **Behavior Concerns Advice Line (BCAL)**

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

### **Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

### Course Books:

- Cramer, E. 2002. *Addressing homophobia and heterosexism on college campuses*. Binghamton, NY:Harrington Park Press.
- Bradley, D., Chickering, A. and Nash, R. 2008. *How to talk about hot topics on campus: from polarization to moral conversation*. San Francisco: Jossey-Bass.
- Wilchins, R. 2004. *Queer theory, gender theory: An instant primer*. Boston:Alyson Publications.

Supplemental Articles are on Blackboard.

### Course Requirements

|                              |            |
|------------------------------|------------|
| Attendance and participation | 10%        |
| Reflection Journals (10)     | 20%        |
| Class Facilitation           | 20%        |
| Monologue                    | 25%        |
| Final Process Paper          | 25%        |
| Total                        | <hr/> 100% |

### Grading Scale

- 100 - 94 = A  
93 - 90 = A-  
89 - 87 = B+  
86 - 84 = B  
83 - 80 = B-  
79 - 77 = C+  
76 - 74 = C  
73 - 70 = C-  
69 - 67 = D+  
66 - 64 = D  
63 - 60 = D-  
59 and below = F\* Class failed/no credit if below 70

#### Attendance and Participation

Attendance and participation are vital in this course. This is not a course where it will be easy to get notes from another participant. As mentioned in the class policies, you will get **one freebie** absence and then points can be deducted from your final grade. The learning in this course will happen through being an active member in discussions and activities. Participation is strongly encouraged. If the instructor notices that you are silent or not participating in activities, ze will ask to speak with you one-on-one.

The first part of each class period will be discussion of news that affects the LGBTQ communities. Helpful sources for LGBTQ news are:

<http://www.advocate.com/>, <http://www.planetout.com/news/>, <http://queernewsoncampus.blogspot.com/>, and <http://www.washblade.com/>.

### Reflection Journal

The Reflection Journal is a log of your experiences and reactions to our readings, exercises, films, interactions, and other course activities. It provides a forum for you to reflect on your experiences, to deepen the learning that comes from course activities, and to wrestle with multiple thoughts and feelings that arise from the course content. They are an opportunity to share with your instructor your questions, frustrations, hopes, fears, satisfactions, and ideas. It is a way for your instructor to find out what you are learning from the readings and from class. If there is nothing from the readings, points will be taken off. Journals need to be 2-3 pages in length using 12-point Times New Roman and submitted as Word documents. Journals are due at the beginning of class. Please make sure that your name, the date, and the journal number are on your journal. You are required to complete 10 journals.

### Class Facilitation

One important aspect of the course is honing your facilitation skills. You will be responsible for facilitating a workshop/training on a LGBTQ topic of your choice. The topic will need to be approved by the instructor. The facilitation should be 20 minutes in length and be tailored to a staff or student audience. More information will be given out in class.

### Monologue

Storytelling is an effective training tool. You will write and perform a monologue that illuminates an issue facing a member of the LGBTQ communities. An example would be the internal dialogue someone might have as they are deciding whether to come out to their parents. The monologue should be no longer than 5 minutes. You will turn in a draft of your monologue two weeks before you will perform it in class. More information will be given out in class.

### Final Process Paper

During the course you will hopefully learn and experience many new things. The final paper will give you the opportunity to show the instructor what you have learned, and experienced, and how you have processed the information, and how you plan to use it going forward. This paper should be between 8 and 10 pages, double-spaced. More information will be given out in class.

| <b>Date</b>  | <b>Topic</b>   | <b>Readings</b>   |
|--------------|--|---|
| Aug. 28 [1]  | <b>Overview of the Course</b>  |   |
| Sept. 4 [2]  | <b>Power and Privilege Overview</b><br>Reflection Journal #1 due                     | Wilchins pgs. 1-82<br><br>Blackboard readings                       |
| Sept. 11 [3] | <b>LGBT History</b><br>Reflection Journal #2 due                                     | Wilchins pgs. 83-157<br>Nash pgs. 1-35<br><br>Blackboard readings   |
| Sept. 18 [4] | <b>Identity Development</b><br>Reflection Journal #3 due                             | Cramer pgs. 1-42<br>Nash pgs. 65-97<br><br>Blackboard readings      |
| Sept. 25 [5] | <b>Politics of Being Out or Not</b><br>Reflection Journal #4 due                     | Cramer pgs. 43-86<br>Nash pgs. 99-131<br><br>Blackboard readings    |
| Oct. 2 [6]   | <b>Bisexual</b><br>Reflection Journal #5 due   | Cramer pgs. 87-132<br>Nash pgs. 133-172<br><br>Blackboard readings  |
| Oct. 9 [7]   | <b>Transgender</b><br>Reflection Journal #6 due                                      | Cramer pgs. 133-189<br>Nash pgs. 175-204<br><br>Blackboard readings |
| Oct. 16 [8]  | <b>Homophobia and Heterosexism</b><br>Reflection Journal #7 due                      | Cramer pgs. 191-234<br>Nash pgs. 205-250<br><br>Blackboard readings |
| Oct. 23 [9]  | <b>Religion and Spirituality</b><br>Reflection Journal #8 due                        | Cramer pgs. 235-253<br><br>Blackboard readings                      |
| Oct. 30 [10] | <b>LGBTQ Health Issues</b><br>Reflection Journal #9 due<br>Monologue Final Draft due | <br><br>Blackboard readings   |
| Nov.6 [11]   | <b>Final Presentations</b><br>Reflection Journal #10 due                             |   |

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| Nov. 13 [12] | <b>Final Presentations</b><br>Reflection Journal #11 due     |  |
| Nov. 20 [13] | <b>Monologue Presentations</b><br>Reflection Journal #12 due |  |
| Nov. 27 [14] | <b>No class – Thanksgiving</b>                               |  |
| Dec. 4 [15]  | <b>Next steps and Celebration</b><br>Final Paper Due         |  |