



**SW-491-738 Special Topics in Social Work  
Queering Social Work: LGBTQIA+ Community & Social Justice  
Summer I 2023 (May 15 – June 29)**

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<b>Office Hours:</b>	Mondays 4-5pm and by appointment (please email or text to arrange) via Zoom: <a href="https://msu.zoom.us/j/91821696347">https://msu.zoom.us/j/91821696347</a>
<b>Office Location:</b>	Zoom
<b>Class Days/Time:</b>	Weekly in D2L = Online asynchronous
<b>Classroom:</b>	D2L and Zoom
<b>Course Modality:</b>	Virtual Learning

Course Description

This course will explore how to develop practical social work skills with an LGBTQIA+ inclusive and intersectional lens throughout all levels of the profession, including clinical work, policy work and advocacy. Students will gain a deeper understanding of the history, policy, theory, advocacy, and contemporary issues that have impacted the LGBTQIA+ community, as well as the diverse array of intersectional identities held by queer (LGBTQIA+) people as it pertains to social work practice.

Methods of Instruction

Class format includes a combination of brief lecture (via video), discussion, online media (including blogs and videos), engagement with empirical literature, writing assignments incorporating synthesis of course readings along with critical self-reflection, and student final presentations. This course is designed for maximum student involvement in order to facilitate the integration of practice, theory, and research. Communication regarding the course content will be posted on Desire2Learn (D2L) on a weekly basis.

Required Readings

There is no required textbook for this course. Rather, required and optional readings for each week are posted to D2L as PDFs or web links in a Readings section under each week's content area.

Course Objectives

Upon completion of this course, each student will demonstrate a clear understanding of:

- 1) The relationship between sexual orientation and gender identity and be able to correctly identify common terms and language used with LGBTQIA+ populations.
- 2) The intersections of race, gender, religion, and class with sexual orientation, and the complex ways that oppression impacts the health, mental health, and well-being of LGBTQIA+ populations.

- 3) Critiques of single “origin stories” as they apply to LGBTQIA+ identities and working with LGBTQIA+ populations
- 4) Social institutions, policies, and practices that provide resources and barriers for LGBTQIA+ populations.
- 5) Research related to diverse LGBTQIA+ populations, and how that information translates into practice implications.

### Social Work Practice Competencies and Practice Behaviors

The Council on Social Work Education (CSWE) is the accrediting body for social work education. CSWE leaders developed a set of core competencies and practice behaviors for social work practice. They are expected outcomes for all CSWE accredited social work programs (CSWE, 2015).

#### Competency 1: Demonstrate Ethical and Professional Behavior

*Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.*

Social workers:

- *make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;*
- *use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;*
- *demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;*
- *use technology ethically and appropriately to facilitate practice outcomes; and*
- *use supervision and consultation to guide professional judgment and behavior.*

#### Competency 2: Engage Diversity and Difference in Practice

*Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.*

Social workers:

- *apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;*
- *present themselves as learners and engage clients and constituencies as experts of their own experiences; and*
- *apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies*

## COURSE POLICIES AND PROCEDURES

### Instructor Communication

My preferred method of communication is through MSU email or text message. Please email at: [cpfeffer@msu.edu](mailto:cpfeffer@msu.edu) and text at 567-393-1405. Emails and texts will be responded to within 24 hours on weekdays and 48 hours on weekends and holidays. If you have not received a response within this timeframe, please reach out again. I will communicate important messages via email and D2L Announcements. D2L will serve as the common forum for student-to-student communication during the semester. Notices, changes, and communications regarding the class will be posted to D2L as well. It will be your responsibility to read the information and respond in a timely manner. I advise checking D2L daily during this brief semester. Please contact me with questions or concerns regarding any aspect of the course. I am always happy to talk with you about how the class is going. Please email or text to request a meeting by phone or Zoom. I'm broadly available to best meet students' needs.

### Name and Pronouns

Some people choose not to use the name that is on their birth certificate, school ID, or other forms of identification. Please let me know your correct name and pronouns, particularly if your affirming name does not appear in D2L. If you would like to change your name, you can do that through <https://student.msu.edu/splash.html>. Your gender marker can be changed by filing a request at the Office of the Registrar at the Hannah Administration Building. More information about MSU's preferred name policy can be found at: <https://lbgrc.msu.edu/education/pronouns.html>

### Attendance and Participation

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to regularly engage the class online via D2L will not pass the course. Students can increase their learning opportunities by taking an active part in class online discussions with your peers, reading all required course materials, and viewing all posted lectures and videos. Considerate, thoughtful, and observable participation in class will increase your participation grade. Timely completion of course assignments and course readings are part of your participation grade. Students are expected to be prepared for class discussions. Preparation for class discussions requires timely completion of all reading assignments. Lack of course engagement, preparation, and/or unprofessional behavior will lower your participation grade. Cooperating with your classmates and meaningfully adding to discussions will help advance your learning and make the learning environment lively and interesting. Students are expected to demonstrate on-task learning engagement that: 1) promotes learning by oneself and others; and 2) models effective professional relationship-building skills with social work clients, peers, colleagues, speakers, and professors. You will be expected to engage in the learning context according to standards that align with the National Association of Social Workers Code of Ethics, as well as the academic honesty and integrity policies of Michigan State University.

### Accommodations for Students with Disabilities

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at <https://www.rcpd.msu.edu/services>. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

### Mental Health and Wellbeing

College students often experience issues that may interfere with academic success—such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, you are strongly encouraged to seek support. Helpful, effective resources are available on campus, and most are free of charge.

- Meet with your academic advisor if you are struggling in multiple classes, unsure whether you are making the most of your time at MSU, or unsure what academic resources are available at MSU.
- Visit <https://caps.msu.edu> for online health assessments, hours, and additional information.
- Drop by Counseling & Psychiatric Services (CAPS) main location for a same day mental health screening (3rd floor of Olin Health Center at 463 E. Circle Drive)
- Call CAPS at 517-355-8270 any time, day or night.
- 24-Hour MSU Sexual Assault Crisis Line 517-372-6666 or visit <https://go.msu.edu/SAP>

### Code of Conduct

Social workers must consistently examine and reflect upon their power, positionality, and privilege to identify barriers to professional effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon, through exercises, written assignments, and in discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effects on future social worker and client, organization, and community interactions. Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be appropriate. Different, even conflicting, opinions and viewpoints are to be expected. You are expected to engage in dialogue, critical thought, and self-reflection in this class, especially when you disagree with other students or with me. Professional and respectful behavior and dialogue is required of all class members during the course. Multiple perspectives are what make class discussions interesting and learning possible. Please note, however, that while feelings are always real and valid, they may not lead to or reflect accurate or factual assessments. In our course, we will engage in close and careful analysis of empirical research, professional guidelines, and literature on best practices.

### Religious Observances

Courses offered by the MSU School of Social Work adhere to the MSU Religious Observance Policy (<https://reg.msu.edu/AcademicPrograms/Text.aspx?Section=112#s548>), as presented below:

It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith. Faculty and staff should be sensitive to the observance of these holidays so that students who absent themselves from classes on these days are not seriously disadvantaged. It is the responsibility of those students who wish to be absent, to make arrangements in advance with their instructors. **Please be sure to notify me, no later than May 19, 2023, of any requests for assignment due date changes in connection with this policy.** It is also the responsibility of those faculty who wish to be absent, to make arrangements in advance with their chairpersons, who shall assume the responsibility for covering their classes. As Michigan State University has become increasingly multicultural,

the incidence of conflicts between mandatory academic requirements and religious observances has increased. In the absence of a simple and dignified way to determine the validity of individual claims, the claim of a religious conflict should be accepted at face value. Be aware that some degrees of observance may have a more extensive period of observance. Instructors may expect a reasonable limit to the number of requests by any one student. Some instructors attempt to cover all reasons for student absences from required academic events such as quizzes or exams with a blanket policy, e.g., allowing the student to drop one grade or two quizzes without penalty. If this is meant to extend to religious observances, the instructor should state this clearly at the beginning of the term. If instructors require make-up exams, they retain the right to determine the content of the exams and the conditions of administration, giving due consideration to equitable treatment.

### Limits to Confidentiality

Assignments and other materials submitted for this class are generally considered confidential, pursuant to the University's student record policies. However, you should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others. University policy requires that I report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child;
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and;
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared.

### Grief Absence Policy

Students who experience the loss of a family member or experience emotional distress due to a similar incident should refer to the University Grief Absence Policy:

<https://msu.edu/unit/ombud/classroom-policies/index.html>

### Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is **(5/25/2023)**. The last day to drop this course with no refund and no grade reported is **(6/07/2023)**. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

### Academic Honesty

Article 2.III.B.2 of the [Student Rights and Responsibilities \(SRR\)](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the School of Social Work adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU website ([www.msu.edu](http://www.msu.edu))). Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the [www.allmsu.com](http://www.allmsu.com) website to complete any course work in this course. Students who violate MSU academic

integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Please contact me if you are unsure about the appropriateness of your course work. See also the [Academic Integrity](#) webpage.

#### Original Submission Requirement

All work turned in for credit within this course shall be original, 1st time, and unique submissions of work developed by the student. Course work cannot be submitted for any prior, simultaneous, and/or subsequent assignments for this course or any other university course. For example, one may not reuse papers or submit the same paper (or portions of the same paper) for more than one class. To do so shall be deemed an act of academic dishonesty and handled accordingly.

#### Consequences of Academic Misconduct for Instructors and Students

If I believe you have committed an act of academic misconduct, I may give you a penalty grade, which is defined as any grade based on a charge of academic misconduct. A penalty grade may include, but is not limited to, a failing grade on an assignment or in the course. That's up to each instructor. When this occurs, the [Integrity of Scholarship and Grades](#) policy (ISG) **requires me to report the academic misconduct to your dean through an electronic Academic Dishonesty Report**. The form, which will end up in your student folder, also asks if your instructor wants to request an academic disciplinary hearing to impose sanctions in addition to the penalty grade. Additional sanctions include probation, suspension from your program or the University for a designated time. Your dean may also call for this hearing independent of your instructor. Deans usually call for disciplinary hearings for repeat offenders or in cases involving egregious acts of academic misconduct. The **ISG policy requires first-time offenders to complete an Academic Integrity Education Program**, which is administered by the Associate Provost for Undergraduate Education or the Dean of The Graduate School.

**Plagiarism Will Not be Tolerated.** It is defined below by the University (and may be viewed at: <https://www.msu.edu/unit/ombud/plagiarism.html>). This message serves to clarify my position on plagiarism and set clear expectations and consequences for all work in this course. I have a zero-tolerance policy toward plagiarism. I check every paper against course material and the Internet. Academic honesty means using your own words to communicate an idea. Therefore, changing a few words of another's text and/or rearranging words from another source constitutes plagiarism. If you paraphrase material, you must still cite and reference the source. To paraphrase means to restate a text or passage in other words, often to clarify meaning. Paraphrasing is a restatement of an idea, not rearrangement of specific words. If you copy material exactly, you must use quotation marks and then cite and reference the source, with page numbers. One sentence, two sentences, a paragraph, or an entire paper – copying constitutes plagiarism/cheating. Those papers will automatically receive a 0.0 and the student will be recommended for academic review.

#### Technical Assistance

If you need technical assistance at any time during the course or to report a problem, you can:

- Visit the [Distance Learning Services Support Site](#)
- Visit the [Desire2Learn Help Site \(http://help.d2l.msu.edu/\)](http://help.d2l.msu.edu/)
- Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345

#### Use of Turnitin in D2L Dropbox

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a "similarity

score.” The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student’s work. All submissions to this course may be checked using this tool. You must submit assignments in Word Document format. If you submit papers to Turnitin Assignment without identifying information (e.g., name or student number), the system will automatically show this information to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.

### GRADING SCALE

Points	Percentage	Grade
94 points to 100.0 points	94% - 100%	<b>4.0</b>
87 points to 93.9 points	87% - 93.9%	<b>3.5</b>
80 points to 86.9 points	80% - 86.9%	<b>3.0</b>
73 points to 79.9 points	73% - 79.9%	<b>2.5</b>
66 points to 72.9 points	66% - 72.9%	<b>2.0</b>
59 points to 65.9 points	59% - 65.9%	<b>1.5</b>
52 points to 58.9 points	52% - 58.9%	<b>1.0</b>
0 points to 51.9 points	0% - 51.9%	<b>0.0</b>

### Assignments, Bases for Grading, Rewrites, and Late Work

Assignments will be graded on the bases of application of course material, critical thinking, appropriate writing style, and clarity. Application of course material refers to a demonstrated understanding of the content *and* expression of an active intellectual consideration of its use. Students should be able to think critically about the material at hand, articulate relative strengths and limitations of various approaches, and begin to integrate ideas from different sources or frameworks. Your written work should reflect an active learning process in which you not only appropriately reference what you have read, but also communicate your ability to apply it, adapt it, or provide alternatives to it. Papers should be free of grammatical and organizational errors and meet APA style guidelines. I greatly appreciate your effort to write *clearly* and *concisely* as you address the assigned topics. Discussion of any grading issues should be done only by appointment. I will, on occasion, allow for a rewrite (when a grade is below 3.0) or accept late work with prior approval to the deadline. Each day the assignment is late results in a 10% deduction. Late work without penalty will only be considered under extreme circumstances. Additionally, late assignments are not eligible for rewrites. **All assignments are due posted to D2L by 11:59PM EST on the day they are due.**

### ASSIGNMENT CALENDAR AND POINTS DISTRIBUTION

<u>Due Date</u>	<u>Assignment</u>	<u>Points/Percentage</u>
<b>Weekly (Wednesdays and Sundays)</b>	Discussion Board Posts and Responses	25
<b>June 4</b>	Weeks 1-3 Readings Synthesis & Reflection	15
<b>June 18</b>	Event Engagement and PPT/Canva Design	20
<b>June 25</b>	Weeks 4-6 Readings Synthesis & Reflection	15
<b>June 29</b>	Final PPT and Zoom Presentation	25
	<b>TOTAL</b>	<b>100</b>

## DESCRIPTION OF ASSIGNMENTS

### Weekly Discussion Board Posts and Responses (25 points total)

Each week under the “Content” tab, you will find a discussion board with a series of questions related to that week’s central themes. By Wednesday at 11:59pm each week, you should post your responses to ALL of the questions asked in that week’s discussion prompt. By Sunday at 11:59pm each week, you must post at least ONE response to a fellow classmates’ posts, engaging with the ideas, observations, and reflections they have posted. Please be sure that your response post is SUBSTANTIVE and doesn’t simply state that you agree or disagree or liked the post. Substantive posts offer some sort of critical and engaged reflection, observation, linkage, offer of additional resources/links/info, or counter perspective.

### Weeks 1-3 and 4-6 Readings Synthesis and Reflections (30 points total)

In 2-3 pages, offer a brief summary of the major themes and content presented over this three-week period’s required readings. Then, identify and describe at least THREE things you learned from this set of readings. Next, identify and describe at least three ways you can incorporate what you have learned into your social work practice with LGBTQIA+ clients, communities, organizations, social policy, and/or social movements. Finally, discuss any unanswered questions that remain, questions/ideas that these readings ignited for you or provided food for thought, and/or sparked strong emotional reactions in you over these three weeks.

### Event Engagement and PowerPoint/Canva Design (20 points)

For this assignment, each student will participate in one LGBTQIA+ event or activity online or in the community. We will crowdsource potential events together on D2L. *Please be sure not to attend support groups for communities of which you are NOT a member.* Then, in order to share this experience with the rest of the class, you will create a PowerPoint or [Canva](#) presentation that provides an overview of the event or activity, along with your participation in it. When you submit your PPT or Canva, you do NOT need to put your name on it. This is because, after they are submitted through the assignment portal and graded, I will repost these presentations on our class website to provide a virtual forum of LGBTQIA+ activities, events, and experiences with them. Feel free to have fun with this assignment. It’s fine for you to create a visual poster, a newsletter, or a zine, just be sure you are addressing ALL of the following required components of the assignment, outlined below.

For your PowerPoint or Canva presentation, please be sure to create at least eight slides or Canva frames/pages, with at least one slide/frame/page covering EACH of the following:

- 1) Brief Summary: Explain what the event was, who was the intended audience, and how it relates to the concerns/issues of the LGBTQIA+ community. Also describe your own participation in this event.
- 2) Knowledge and Awareness: How did attending this event confirm or disconfirm your beliefs about LGBTQIA+ individuals, groups, organizations, social policy, and/or social movements? How did attending this event confirm or disconfirm your beliefs about NON-LGBTQIA+ individuals, groups, organizations, social policy, and/or social movements? Discuss at least two concepts from the course materials that related to your experience (these must be cited in APA format).
- 3) Diversity/Intersectionality: Did any of the content of the event have to do with experiences of LGBTQIA+ individuals or communities that are not considered the



majority within this community? For example, did this event address LGBTQIA+ people of color? Was it accessible? Was it inclusive? Were attendees diverse, in your estimation? Identify how and why answers to these questions matter in the context of this event.

- 4) Learning: What did you learn from participation in this activity? What did you learn about yourself? What did you learn about others? Did your participation have any impact on how you think about the needs and/or experiences of individuals within the LGBTQIA+ community? Will attendance at this event change or inform your social work practice? Why and how?

### Final PPT and Zoom Presentation (25 points)

For this final assignment, you will engage in: personal and professional self-reflection on your educational and field site experiences; research on an organization or agency focused on LGBTQIA+ people, issues, communities, and/or social policy; and proposal for a collaborative and mutually beneficial partnership between these for the purposes of greater LGBTQIA+ inclusion, enhanced social work educational and field site experiences, and social justice. You will create a PowerPoint presentation that addresses each of the three major parts of the assignment (and all of the questions in each section), below. You will then record yourself (video on or off, either is fine) on Zoom while sharing your slides and discussing your work and findings. Recorded presentations should be at least ten minutes but no more than fifteen minutes long. I encourage you to incorporate images and relevant data into your presentation to keep it visually lively. Please DO NOT READ DIRECTLY FROM YOUR SLIDES. What you say to discuss what is on the slides should provide additional insights, background, more data, or specific examples to keep the viewer engaged and to offer richer information.

#### PART I

For this assignment, you will first reflect on your own social work educational and field placement experiences in the context of what you have learned in this class. For Part 1 of this assignment, you will assess the degree to which your own social work education and field placement experiences have:

- 1) Provided comprehensive and affirmative education and field experience that substantively includes consideration of LGBTQIA+ perspectives, identities, people, communities, organizations, policies, and/or social movements
- 2) Meaningfully integrated intersectional consideration of a diverse group of LGBTQIA+ people, issues, concerns, and policies across the curriculum and field site(s)
- 3) Proactively addressed anti-LGBTQIA+ microaggressions and bias when they occur at the school and field site(s)
- 4) Provided educational opportunities and specific support for LGBTQIA+ students and/or opportunities to be mentored by or learn from LGBTQIA+ educators and/or field supervisor(s)
- 5) Offered events, programming, learning, and advocacy opportunities to educate around and support LGBTQIA+ people, communities, organizations, social policy, and/or social movements

#### PART II

For the second part of this assignment, you will learn about an agency or organization (can be local, regional, national, or international) that specializes in working with LGBTQIA+ people or issues impacting the LGBTQIA+ community. You will conduct either internet or local research to

gather information about this agency or organization. The information you gather should allow you to:

- 1) Describe the organization/agency and the work that they do. Discuss their aims and objectives.
- 2) Discuss the communities served by the organization and the services they provide.
- 3) Identify and describe at least two unique or particularly powerful strengths of the agency/organization.
- 4) Identify and describe at least two areas in which/with which the agency/organization struggles.
- 5) Discuss how the organization understands and addresses (or does not) intersectionality, systemic discrimination, and inclusion of diverse LGBTQIA+ communities and issues.

### PART III

Provide a discussion of how a relationship between your educational program and/or field site(s) AND the organization/agency you researched could be mutually beneficial. Offer one concrete suggestion or proposal for a co-organized or co-sponsored event or activity and how that event or activity would directly benefit social work students, LGBTQIA+ communities, and the aims of social justice.

### CLASS TOPICS, REQUIRED READINGS, AND ASSIGNMENT DUE DATES

Date	Topic	Required Readings (Available on D2L)	Assignments Due
<b>Week 1</b> 5/15- 5/21	Jumping Right in to Alphabet Soup	The Gender Unicorn LGBTQIA+ Terminology Dentato et al. 2016 Craig et al. 2017 Breaux & Thyer 2021	Discussion 1 post (05/17) and peer response (5/21)
<b>Week 2</b> 5/22- 5/28	But WHY Are People Queer and (How) Does it Matter?	Queer By Choice, Not By Chance Gibson 2015 Wagaman, Shelton, & Carter 2018 Shelton, Kroehle, & Andia 2019  <b>OPTIONAL:</b> Sheldon et al. 2007	Discussion 2 post (05/24) and peer response (5/28)
<b>Week 3</b> 5/30- 6/04	Social Work Education, Competencies, Ethics, and Organizations in the Context of LGBTQIA+ Inclusion and Social Justice	<b>CHOOSE AT LEAST 3 OF THE FOLLOWING TO READ:</b>  Dentato et al. 2013 Craig, Dentato, Messinger, & McInroy, 2014 Brown, Livermore, & Ball 2015 Austin, Craig, & McInroy 2016 CSWE SOGIE Council 2016 McCarty-Caplan 2017 McCarty-Caplan 2018 Messinger et al. 2019 Atteberry-Ash, Speer, Kattari, & Kinney 2019 McCarty-Caplan 2020	Discussion 3 post (05/31) and peer response (6/04)  Weeks 1-3 Readings Synthesis & Reflection Paper (06/04)

<b>Week 4</b> 6/05- 6/11	Queer Struggles and Resistance	<b>CHOOSE AT LEAST 3 OF THE FOLLOWING TO READ:</b>  Arthur 2015 Asakura 2016 Kia, MacKinnon, & Legge 2016 Kcomt 2018 Robinson & Schmitz 2021	Discussion 4 post (06/07) and peer response (6/11)
<b>Week 5</b> 6/12- 6/18	Queer Joys, Livability, and Community Building	Bakko, Kattari, & O'Brien 2020 McGlynn et al. 2020 Pride Month 16 Queer Black Trailblazers The Black and Brown Activists Who Started Pride This is What LGBTQ+ Joy Looks Like	Discussion 5 post (06/14) and peer response (6/18)  Event Engagement and PPT/ Canva Design (06/18)
<b>Week 6</b> 6/19- 6/25	Nothing About Us Without Us Is for Us	<b>CHOOSE AT LEAST 3 OF THE FOLLOWING TO READ:</b>  Mehrota 2010 Wagaman & Sanchez 2015 Sterzig et al. 2016 Tormos 2017 Chin 2017 Dodd & Tolman 2017 Almeida et al. 2019 Turner 2020	Discussion 6 post (06/21) and peer response (6/25)  Weeks 4-6 Readings Synthesis & Reflection Paper (06/25)
<b>Week 7</b> 6/26- 6/29	Putting it All Together	No readings for this week as you work on your Week 7 discussion board post, PPT, and Zoom final presentation.	Discussion 7 post (6/29)  Final PPT and Zoom Presentation (06/29)