

## **I. LGBT (Lesbian, Gay, Bisexual, Transgender) Studies (SWU180)**

## **II. Bachelors in Social Work**

### **III. Course Requirements**

**Credit:** 3 credits

**Elective or Required:** Elective

**Prerequisite:** N/A

**Course Instructor:** Dr. Hilary Haseley, PhD, MSW

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Telephone: 602-496-6806

Office Hours: By Appointment

#### **LGBT Studies Certificate:**

This course qualifies as an approved elective for the LGBT Studies Certificate through its examination of the experiences, histories, cultures, and/or contemporary issues related to the lesbian, gay, bisexual, transgender, queer, and questioning community and their allies (LGBTQA). See <https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/PPLGBTCERT/undergrad/true>

Students interested in admission to the certificate program should meet with an LGBT certificate academic advisor in the College of Letters and Sciences as soon as possible in order to complete a certificate declaration form and to select courses that most appropriately meet students' individual needs. For more information see: <https://cls.asu.edu/lgbt/>.

#### **Technology Requirements:**

- ☐ A computer that is current within the last 5 years with internet access
- ☐ An internet browser that is updated to the most recent possible version (i.e., Chrome, Edge, Mozilla Firefox, or Safari)
- ☐ A digital video recording device, such as a webcam, smart phone, or camera
- ☐ Word processing software
- ☐ Adobe Acrobat Reader (free)
- ☐ Adobe Flash Player (free)
- ☐ Microphone and speaker for videos and video recordings
- ☐ A printer

### **Course Time Commitment:**

This three-credit course requires approximately 135 hours of work. Please expect to spend around **10 hours each week** preparing for and actively participating in this course.

### **IV. Course Description**

A historical, socio-cultural introduction to lesbian, gay, bisexual, transgender, queer, and intersex communities and their resilience to challenges and barriers.

### **V. Rationale for the Course**

The purpose of the course is to increase students' understanding of the lived experiences of diverse LGBT people and communities, their identity construction, and the effect of laws, discrimination and oppression on their lives. Students will address key concepts and debates through the lens of various disciplines, including sociology, history, literature, psychology, economics, and cultural studies.

### **VI. Competencies and Practice Behaviors**

**Competencies are designated by the Council of Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS) for Baccalaureate and Master's Social Work Programs, 2015.**

#### **Competency 2: Engage diversity and difference in practice**

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

#### ***Practice Behaviors:***

- Describe the coming out process, identity development models, and critiques of those models as well as the roles of key historical and famous LGBT figures.
- Demonstrate comprehension of the social construction of sexual and gender identity both historically and currently.
- Recognize the complexities in defining LGBT people and in the terminology used among diverse LGBT populations.

Content Quizzes; Discussion Boards

### Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.

#### *Practice Behaviors:*

- Identify the unique challenges and barriers affecting lesbians, gay men, bisexual people, transgender people, and intersex people across their lifespan.
- Appreciate the lived experiences of diverse LGBT people and communities, and the impact of social policies, oppression, and discrimination on their lives.

Content Quizzes; Discussion Boards; Community Event Assignment

### Competency 5: Engage in Policy Practice

- Identify social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services;

#### *Practice Behavior:*

- Identify local, national, and global policies impacting gender and sexual minorities and their equal access to social services.

Content Quizzes; Discussion Boards

### Communicating With the Instructor

There will be a forum on Blackboard for you to post questions, comments, and concerns about the assignments, quizzes, structure of the class, etc ("Q & A Forum"). This forum will also be used to engage in further discussion about course content (such as reactions, feelings, personal experiences, etc.) Occasionally personal reflection questions will be placed in learning modules to encourage class interaction on this forum. Please do not email the instructor with such questions, unless someone has not responded to your on-line post within 48 business hours (business hours do not include weekends or holidays).

Please email the instructor regarding personal communication that would not be applicable to the rest of the class. If you have a question that you would like to speak privately to the instructor about, ask that question via email. You can expect a response usually within 24 hours, but please allow up to 48 business hours (business hours do not include weekends or holidays) to receive an e-mail response.

**E-mail addressed to the instructor must contain the following four components -**

- ☐ **A subject.** SWU 180 should appear in the subject line as well as a key word or two related to your specific question/comment (e.g., Subject: SWU180 Week 1 Journal Reflection Question).
- ☐ **A salutation.** Preferably Dear Professor.
- ☐ **A brief message** that is short and to the point. Please present your ideas/comments/questions clearly and precisely.

- ❑ A **sign-off with your full name** (e.g., Sincerely, Marcus Williams).

If you fail to include any of the above components the instructor may not respond to your e-mail message.

**Please note:** Disrespectful and/or emotive writing (e.g., using sarcasm, using all caps to display anger or other aggressive emotions, or including written threats) will not be tolerated and will incur disciplinary action.

ASU email is the official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

## VII. Course Units

1. Terminology and Definitions
2. History and modern history of gender/sexual minorities
3. Gender and sexual identity development
4. Gender/Sexual minority youth and LGBTQ Families
5. Intersecting Identities – Race/Ethnicity, Gender, Class, Age
6. Social Policy and Inequities in Healthcare
7. Resilience in the Face of Discrimination

## VIII. Key Course Concepts

Allies  
Ball/House culture  
Bullying  
CA's Prop 8  
Cisgender  
Cisgender privilege  
Civil unions  
Closet  
Coming out  
Discrimination  
DOMA  
Domestic partnership  
Don't Ask Don't Tell (DADT)  
"Down Low"  
Drag Queen/King  
ENDA  
Female to Male (FtM)  
Gay

Gender  
Gender Non-conforming  
Gender Neutral Pronouns  
Gay-Straight Alliances (GSAs)  
Hate language  
Heterosexism  
Homophobia  
Identity  
Intersex  
Lesbian  
LGBTQ<sup>2</sup>IA<sup>2</sup>  
Male to Female (MtF)  
Men who have Sex with Men  
Microaggressions  
Middle Identities (Bisexual, Androgynous, etc.)  
Neutrois  
Passing  
Power of Attorney  
Prejudice  
Queer  
Questioning  
Reproductive technologies  
Same-sex marriage  
Second parent adoption  
Sex  
Sex education in schools  
Sexual orientation  
Social welfare policies  
Transgender

## **IX. ASU and Related Professional Policies**

Students are responsible for reviewing and complying with all ASU policies, including the following:

**Academic Integrity Policy:**

<http://provost.asu.edu/academicintegrity/policy>

**Student Code of Conduct:**

<http://students.asu.edu/srr/code> (click on ABOR Student Code of Conduct)

**Computer, Internet, and Electronic Communications Policy:**

<http://www.asu.edu/aad/manuals/acd/acd125.html>

**Accommodations for Religious Practices:**

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

**Commercial Note Taking Services:**

<http://www.asu.edu/aad/manuals/acd/acd304-06.html>

**School of Social Work Student Academic Integrity Policy:**

<http://ssw.asu.edu/filelib/students/AcademicIntegrityPolicy.pdf/view>

Social work students are also responsible for reviewing and complying with the **National Association of Social Workers Code of Ethics:**  
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

**Notice:** In accordance with ASU policy, students must be forewarned if a course will cover materials, which may be considered sensitive and/or offensive to some students. This course will cover such material. One of the ethical responsibilities of social workers is to advocate on behalf of oppressed populations and work toward social justice. Content in this course may present views that are contrary to the dominant culture's views.

### **Health Insurance Portability and Accountability Act (HIPAA) Policy Statement:**

Even as students, social workers are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client's identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender, sexual orientation, and place of residence.

### **TITLE IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu>.

Faculty, instructors and university employees are mandated to report allegations of unwelcome sexual conduct (defined here:

<http://www.asu.edu/aad/manuals/acd/acd401.html>). If you tell your instructor about unwelcome sexual conduct that involves an ASU student or employee, they are required to report this information to university authorities. It is your right to choose who, when and where you disclose information about unwelcome sexual conduct; it is also your right to understand the responsibilities of anyone that you disclose to. Before disclosing information about unwanted sexual conduct to anyone, you can ask them whether they can keep the information confidential. For a flowchart of reporting options, see:

[https://sexualviolenceprevention.asu.edu/sites/default/files/sexualassault\\_flowchart.pdf](https://sexualviolenceprevention.asu.edu/sites/default/files/sexualassault_flowchart.pdf).

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: [www.myplanapp.org](http://www.myplanapp.org). myPlan is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

## DISCRIMINATION

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty, staff, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information ([ACD 401: Prohibition Against Discrimination, Harassment, and Retaliation](#) <https://www.asu.edu/aad/manuals/acd/acd401.html>).

As an ASU student, if you experience or witness harassment or a crime while on campus or in an online course, here are resources and options available to you:

- **Notify Police (911)**; ASU Police non-emergency (480-965-3456).
- **Contact the Dean of Students at your campus** (online students contact the DoS associated with the campus your program is physically located) <https://eoss.asu.edu/dos>
- You may also **reach out to any staff/faculty you feel comfortable with** to seek support in conveying an incident to the Dean of Students on your campus.

ASU also offers **counseling services** and support 24/7. During business hours, area students can come to any of the four campus locations or call and ask to speak with a counselor. No appointment is necessary.

(<https://eoss.asu.edu/counseling>) Offices are open Monday-Friday, 8 a.m. - 5 p.m. AZ.

**ASU Students on the Tucson campus** can access services at the University of Arizona: <http://www.health.arizona.edu/counseling-psych-services>

**After hours/weekends or if you are experiencing a crisis please call EMPACT's 24-hour ASU-dedicated crisis hotline at 480-921-1006**

## **PRONOUNS**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities, and all humans have the right to be addressed in accordance with their personal identity. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor your request to address you by an alternate name or gender pronoun. Please advise the instructor at the beginning of the semester.

## **X. Accommodations for Students with Disabilities**

If you are a student with a disability and have need of assistance or accommodations, please review the following [disability policy](http://www.asu.edu/aad/manuals/ssm/index.html#700): <http://www.asu.edu/aad/manuals/ssm/index.html#700>, and contact the ASU Disability Resource Center (DRC). Students requesting accommodations for a disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC. Students enrolled with the School of Social Work Downtown Phoenix Campus and Tucson Component locations may contact the DRC at the Downtown Phoenix Campus: <http://campus.asu.edu/downtown/DRC>

## **XI. Required Textbook and Readings**

1. Alexander, J. F., Meem, D. T., & Gibson, M. A. (2018). *Finding out: An introduction to LGBT studies* (3<sup>rd</sup> ed.). Thousand Oaks, CA: SAGE Publications.
2. Teich, N. M. (2012). *Transgender 101: A simple guide to a complex issue*. New York: Columbia University Press.

**Please note** that readings may be subject to change and changes will be announced on the course Blackboard site. Additional readings will be available in Weekly learning modules on Blackboard.

## **XII. Course Schedule - Plan of Instruction**

**Please see "SWU 180 I Course 15wk Schedule"**



### XIII. Evaluative Procedures

This is an intense 15 week course. You are expected to access electronic course content via Canvas every week. You are responsible for all material presented in this online course. Your ability to demonstrate competency of course material will be measured by participation in quizzes, discussion boards, attending community events, and engaging in written assignments. See distribution in the Course Schedule (above and on Canvas).

#### All assignments should possess the following:

- Organization and clarity of ideas presented.
- Adequacy and thoroughness of responses to all the instructions in the assignment.
- Incorporation of class and reading materials to support critical analysis.
- Use and integration of supportive data and ideas from the literature properly cited and done in APA style.
- Graduate level writing quality, e.g., proper use of punctuation, correct grammar, spelling and sentence structure (PLEASE NOTE: The instructor will assign a zero to assignments with extensive grammatical errors that impede the assessment of content).

**In assigning grades**, it is assumed that excellence is the standard as befits a Bachelor level program.

- ◆ An “A” grade means that a student is doing outstanding or excellent work, in which a student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an “A” students must go *above and beyond* the basic expectations for the course.
- ◆ A “B” grade means that a student is doing at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.
- ◆ A “C” grade means that a student is doing inconsistent work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.
- ◆ A “D” or “E” means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

#### Grading Scale in points:

Assignment	Points
Discussion Boards (6, 10pts each)	60
Weekly Quizzes (15, 5pts each)	45

Community Event (20pts)	20
<b>Total</b>	<b>130</b>

Points	Letter Grade
130 -145	A
116 - 129	B
101 - 115	C
87 - 100	D
86 & below	E

## Assignments:

### 1. Quizzes (9, 5pts each)

There will be 9 open book quizzes worth 5 points each. You will take the quizzes online. Quizzes will be posted in the appropriate Learning Module. Each quiz will have 10 true/false or multiple choice questions. The questions will be based on content in the textbook, specifically the assigned chapter(s), videos and additional media content provided in each Learning Module. Please complete the quizzes without the help of another person; however, you can use the book and your notes. Due dates are posted in each Learning Module and at the end of the syllabus. Keep in mind that once you open a quiz – you must take it. **Quizzes will not be available for completion after the due date and time.** Once you begin the quiz online, you will not be able to exit and re-enter it. *Please note: opening other web browsers on your computer may cause the quiz to close.*

You will have 7 days to complete the quiz. Once you enter a quiz you must complete it. You can only enter each quiz once. Prior to taking a quiz, please make sure you:

- Have a reliable internet connection,
- Have power to your device,
- Will not be interrupted during the time frame, and
- Your computer is not scheduled for updates that would cause it to close.

**If you encounter a technical problem while taking a quiz, please call the help desk immediately.** If they are unable to help you, **please ask for the ticket number of your help desk request.** Then email the instructor the problem. Please allow 48 business hours (business hours do not include weekends or holidays) to receive an e-mail response and, if applicable, reset your quiz.

**NOTE:** if you take the quiz on or around the deadline date/time and experience a technical problem you run the risk of not being able to have your quiz reset in time and receiving a zero. Quizzes will not be reset without verification (via a ticket number) that you first corresponded with the help desk (if the problem was one related to Blackboard). **No student may have a quiz reset more than once.**

**Quizzes may not be taken beyond the allotted time frame (1 hour).** Quizzes are open-book, but students should read assigned chapters and view media links in each Learning Module prior to taking the quiz. Students are on the honor system to be ethical and honest while completing the quizzes. Furthermore, it is expected that students will not share questions with other students who have not yet taken the quiz or to cheat in any other way.

**Dishonesty or cheating can result in failing the course and being expelled from the university.** Please do not share answers with other students or take the test with other students. Dishonesty in completing quizzes can result in a failing grade and referral to the School of Social Work's Academic Standards Committee. If you know of cheating taking place please e-mail the instructor immediately.

## **2. Discussion Boards (5, 10pts each)**

Learning in this course is centered on engaging each other in critical and reflective dialogue. Discussion boards are used as a forum to achieve a higher level of learning. It is important that students actively participate in discussion boards in order to learn from your classmates. General rules to enhance safety and learning opportunity in discussion board forums include:

- Be respectful
- Be honest
- Use I statements
- Do not use threatening or hurtful language
- Ask questions when you do not understand

Discussion Boards can be accessed through a link within each corresponding weekly Learning Module. Discussion Boards will NOT be available for submission after the weekly Learning Module is closed. **A reminder - late work will NOT be accepted!** Initial discussion board posts are due on Friday, and peer responses are due Sunday.

There are 6 discussion board assignments due over the course of the semester. Additional details of these discussion board assignments, including a grading rubric will be provided in the corresponding weekly Learning Module.

### **1. Microaggressions Discussion Board (10pts)**

This discussion board relates to the learning objective associated with this week's material and content: **To become aware of our own role in perpetuating discrimination towards gender and sexual minorities.**

The purpose of this assignment is to increase your awareness of microaggressions or discriminative insults and dismissals particularly towards gender/sexual

minorities. This assignment consists to two parts (an original post and a minimum of 2 peer replies).

**Please read:** K. L. Nadal. (2014, February 7). Stop Saying “That’s So Gay!”: 6 Types of Microaggressions That Harm LGBTQ People [Web log comment]. Retrieved from <http://psychologybenefits.org/2014/2/07/anti-lgbt-microaggressions/>

**Directions:**

Start a New Thread. In the Subject line write your preferred first and last name, and a brief title summarizing your thread (e.g., Cree Jackson, That’s so Gay).

Your Message should be at least 200 words in length and address the following 3 questions:

1. Identify a microaggressive scenario involving a gender/sexual minority. It can be a microaggression you observed, participated in or were on the receiving end of. Please describe the scenario and specify your role (e.g., observer, aggressor, target).
2. What is the gender/sexual minority stereotype that this microaggression is based on? Describe.
3. Answer ONE of the following questions based on your role in the scenario:
  - a. If you were the *aggressor* or *observer* - Looking back, what was the potential emotional impact of the microaggression on the receiver?
  - b. If you were the *target* of the microaggression – How did this experience make you feel?

AND

Students are also asked to read and Reply to at least 2 of the microaggressions posted by your peers. Your Reply should be at least 20 words long and address the following:

4. Offer support and a suggestion for how to confront that particular microaggression in the future.

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## **2. History Discussion Board (10pts)**

This discussion board relates to the learning objective associated with this week’s material and content: **To become familiar with important persons and events that had an impact on the LGBTQ movement.**

The purpose of this assignment is to assess your knowledge of the important history of LGBTQ persons.

***Directions:***

Start a New Thread. In the Subject line write your preferred first and last name, and a brief title summarizing your thread (e.g., Cree Jackson, Gay Marriage).

Your Message should be at least 200 words in length and address the following 3 questions:

1. Identify and describe three historic (including modern history) events or individuals that you feel were most influential for establishing equal rights for LGBTQ persons. Provide rationale for your selection of these specific people/events.

AND

Students are also asked to read and Reply to at least 2 of your peers' posts. Your Reply should be at least 20 words long and address the following:

2. Respond to your peers selections of important historical events/persons. Do you agree with their selections? Why or why not?

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***3. Gender Identity Discussion Board (10pts)***

This discussion board relates to the learning objective associated with this week's material and content: **(1) Explain how gender is constructed (is it something you are born with or something that you learn?) and its relationship to sex and sexual orientation; (2) Analyze the extremely challenging yet self-affirming process of transitioning gender.**

The purpose of this assignment is to assess your knowledge of gender identity development specifically for young persons who are trans. This discussion board requires you to watch the documentary: "**Growing Up Trans**" (<http://www.pbs.org/wgbh/frontline/film/growing-up-trans/>).

***Directions:***

Start a New Thread. In the Subject line write your preferred first and last name, and a brief title summarizing your thread (e.g., Devan Williams, Growing Up Trans).

Your Message should be at least 200 words in length and address the following 3 questions:

1. What are some of the controversies or concerns involving the use of medical treatments for transgender youth? Do you believe these treatments should be allowed for minors? Why or why not?
2. How do you think the level of parental support affects the youth in the film and their experiences?

3. What stood out to you, surprised you, or otherwise impacted you most in this film?

AND

Students are also asked to read and Reply to at least 2 of your peers' posts. Your Reply should be at least 20 words long and address the following:

4. Read and reply to the posts of at least 2 of your peers. Your reply should be at least 20 words long and discuss how your perspective of gender identity is similar or different from that of your classmate.

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#### ***4. Intersectionality Discussion Board (10pts)***

This discussion board relates to the learning objectives associated with this week's material and content: **(1) Define "Intersectionality" and understand how other social identities impact (in negative and positive ways) LGBT persons and ourselves; (2) Identify how sexism, racism, ageism, classism, and religious bias can further complicate the lives of gender/sexual minorities.**

The purpose of this assignment is to assess your knowledge of intersectionality and its impact on the lives of gender/sexual minorities including/and ourselves. Please watch the film: **"Two Spirits"** prior to participating in this discussion board forum (Available in LM through ASU Library Screening).

#### ***Directions:***

Start a New Thread. In the Subject line write your preferred first and last name, and a brief title summarizing your thread (e.g., Nina Schwartz, Intersectionality).

Your Message should be at least 200 words in length and address the following 3 questions:

1. Name a Two Spirit individual interviewed in the film whose life story stood out to you. What did they say and what about their comments were important to you and your understanding of the concept of intersectionality? Explain.
2. Draw a diagram (and attach an image of this diagram directly in your post!) of your intersecting identities. Explain how your intersecting social identities impact your life in positive and/or negative ways?
3. Discuss how your social identities are similar to and or different from the intersecting social identities of Fred Martinez.

AND

Students are also asked to read and Reply to at least 2 of your peers' posts. Your Reply should be at least 20 words long and address the following:

4. Read and reply to the posts of at least 2 of your peers. Your reply should be at least 20 words long and discuss how your intersecting social identities are similar to or different from that of your classmate.

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### ***5. Social Policy Discussion Board (10pts)***

This discussion board relates to the learning objective associated with this Learning Modules material and content: **Identify social policy issues impacting the LGBTQ community.**

The **purpose** of this assignment is to increase your awareness of current social issues impacting the LGBTQ community. This assignment consists to two parts (an original post and a minimum of 2 peer replies).

#### ***Directions:***

Start a New Thread. In the Subject line write your preferred first and last name, and a brief title summarizing your thread (e.g., Cree Jackson, Three Policies).

Your Message should be at least 200 words in length and address the following 3 questions:

1. Identify three (3) social policies that you consider the most critical to the LGBTQ community. Referencing content from the Learning Module on Social Policy (you can also do supplemental research on other policies not mentioned) provide rationale for your selections.

#### ***AND***

Students are also asked to read and Reply to at least 2 of the social policy posts by your peers. Your Reply should be at least 20 words long and address the following:

2. Compare and contrast the identified social policies. Do you support your peer's selection of critical policies? Explain.

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### ***6. Resilience and Reflection Discussion Board (10pts)***

This discussion board relates to the learning objectives associated with this week's material and content: **(1) Recognize the resilience of LGBTQ persons and the LGBTQ community at large.**

The purpose of this assignment is to reflect on the course and identify important examples of resilience within the LGBTQ community.

**Directions:**

Start a New Thread. In the Subject line write your preferred first and last name, and a brief title summarizing your thread (e.g., Antonio Verde, Resilience).

Your Message should be at least 200 words in length and address the following 3 questions:

1. List 3 important things that stood out in your learning throughout the course of the semester. It can be things you learned about yourself as a gender/sexual minority or things you learned as an outsider to the gender/sexual minority experience based on readings, media, quizzes, and discussion board assignments. Please be specific and connect to relevant course content.
2. Please share a story of resilience as it relates to the LGBTQ community that you have been touched by either personally or vicariously through the experiences of someone else. Describe how this story has influenced your understanding of your own identity or the identity of LGBTQ persons.

AND

Students are also asked to read and Reply to at least 2 of your peers' posts. Your Reply should be at least 20 words long and address the following:

3. Read and reply to the posts of at least 2 of your peers. Your reply should be at least 20 words long and offer supportive feedback on your peers' posts.

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### 3. SWU180 Community Event Assignment (20pts)

This Assignment fulfills the following course **Core Competency**:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Engage in practices that advance social, economic, and environmental justice.

**Practice Behavior:**

- Appreciate the lived experiences of diverse LGBT people and communities, and the impact of social policies, oppression, and discrimination on their lives.

**Purpose:**

The purpose of this assignment is for students to practice civic engagement by



attending a community event promoting the lives of gender/sexual minorities.

### Description:

Identify a gender/sexual minorities open cultural event or meeting in your community. Potential meetings and/or events could include a Pride festival, a Gay pride parade, a religious function at a church whose target members are gender/sexual minorities, an advocacy strategizing meeting sponsored by a gender/sexual minority group, or a community activity sponsored by a gender/sexual minority group. **You will be required to show proof of your attendance at the event or meeting. This proof could be an image of yourself at the event itself, or an image of a ticket from the event.** The event you attend should ideally happen while the course is in session, but events attended in the past 6 months could count as long as you can demonstrate proof of attendance.

**WARNING – you will not receive credit for the assignment if you do not show proof of attendance.** Attend the event or meeting and write a 5 page paper reflection of your experience related to the following questions:

1. Describe the event you attended (e.g., location, purpose, persons in attendance, etc.), provide a specific date and time when you attended, and general observations. [INSERT IMAGE OF PROOF]
2. How did you feel attending the event? Did you feel welcome, comfortable, nervous, scared? Explain.
3. Did your overall beliefs about gender/sexual minorities change in any way by attending this event, and if so, how?
4. Describe a way(s) you could advocate for gender/sexual minorities in the future?

**Important!** You should begin identifying the event or meeting you would like to attend **IMMEDIATELY** to be sure that you have the opportunity to complete the experience well before the final weeks of the course. Also PLEASE NOTE that you should be respectful and courteous of the group norms and values. If the event is not a public one or one that is open to Allies, please do not “crash” the event or portray yourself to be a member of the community if you are not.

**Points will be deducted for lack of clarity, grammatical errors, failure to follow APA 6 writing guidelines, lack of a introduction and conclusion statement, and failure to meet page min/max standards. NOTE: Papers will be returned and a grade of zero assigned if content relevance can not be assessed due to excessive grammatical errors.**

### Instructions:

Click on the **Community Event Assignment** link in the corresponding LM and attach a WORD file from your computer (Do NOT use the “Write Submission” feature). Make sure you include you image of proof in the actual word document. Failure to attach your assignment (including proof of attendance) by the due date will result in a grade of zero.

## Due Dates and Late Assignments

This is an intense 15 week course. You will have a minimum of 7 days to complete weekly assignments (WEEKLY ASSIGNMENTS CLOSE AT Sunday 11:59PM AZ). See the course schedule for specific due dates.

Late assignments will only be accepted in the event of a medical or other emergency (in these circumstances students will be asked to provide documentation as proof).

## Grading/Feedback Response Time

Assignments will be graded on an ongoing basis. It is the goal of the instructor to have weekly assignments (e.g., Journals and Discussion Boards) graded within one week of the due date. More involved assignments (e.g., privilege assignment, and research assignments) could take up to 7 days to grade.

## XIV. Other Expectations

### Asking Questions in the Course

This course uses a discussion board called "Q & A Forum" for general questions about the course. **Use this forum to ask your questions about the course, so that your classmates can also benefit;** avoid emailing the instructor questions of a general nature. Prior to posting a question, please check the **syllabus**, **announcements**, and **existing Q & A posts**. If you do not find an answer, post your question. Your instructor will answer the question quickly; however, you are also encouraged to respond to the questions of your classmates!

*If your question is of a personal nature*, then email your instructor directly. You can expect a response within 2 business days.

**ASU email is the official means of communication** among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. *All instructor correspondence will be sent to your ASU email account.*

### Technical Support

If you have a technical problem with canvas, *contact the ASU Help Desk immediately*. The sooner you contact them, the sooner your problem can be solved; you will also have a record of your problem, in case you need to inform your instructor as to why a certain assignment is late (for example), or a certain item in the course is inaccessible. They are available 24/7, and are extremely efficient and friendly.

The ASU Help Desk can be contacted by:

- Clicking the "Help" tab while in canvas

- Calling 1-855-278-5080

### Student Success

This is an online course. To be successful:

- ☐ Check the course **daily**, to stay in touch with the material and activities
- ☐ Read announcements! This is the only way your instructor has to update you on course information.
- ☐ Read and respond to course email messages as needed
- ☐ Create a personal organization system to keep track of due dates specified. (Canvas's calendar may be able to help, if you like this format.)
- ☐ Communicate regularly with your instructor and peers
- ☐ Create a study and/or assignment schedule to stay on track
- ☐ Set aside regular times in which you can do your classwork with minimal interruptions or distractions. Avoid multi-tasking while doing online studying. Treat this with the same respect as a face-to-face class environment.
- ☐ Copy and paste discussion board posts into a text document on your personal computer before submitting them. **Technical glitches in Canvas, while rare, do happen**, and it is frustrating to lose hours of work.