

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

**Course and Unique Numbers: SW 360K (64095)/WGS 345 (48070)**

**Office Number:** SSB G.1.400H

**Semester:** Spring 2014

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

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**Meeting Time/Place:** Fridays 11:30am - 2:30pm, SSW 2.112

**Office Hours:** Fridays 10:30-11:30am – held in SSW

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

**Facilitating Dialogues on LGBTQ Oppression:  
Peers for Pride in Action**

**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 is the second part of the “Peers for Pride” facilitation program. This course will serve as a way for students in the program to use the information and skills learned in the first course across campus. Students will continue to fine tune their facilitation skills and continue learning about LGBTQ people on the UT campus and beyond.

**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
- Explore strategies for fostering a more inclusive UT campus environment
- Learn methods for making appropriate referrals to meet student needs that arise during LGBTQ workshops
- Understand the concept of intersectionality of multiple identities within the LGBTQ community
- Critically examine and reflect on personal identities and their impact on the student's role as LGBTQ peer educator
- Facilitate workshops and dialogues on LGBTQ topics on campus

## 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. To reach this goal, the course has three content areas: 1) LGBTQ identities and communities, 2) facilitation skills and 3) evaluation and debriefing of facilitations given. Each class will usually consist of discussion of news and current events, as well as the topic of the day, interactive activities, practicing facilitation techniques and debriefing facilitation given.

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 Boal's Theater of the Oppressed theory 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. **Assignments will not be accepted if they are more than one week 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 as 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 SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the

School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**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://deanofstudents.utexas.edu/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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

### **Course Books:**

Bornstein, K. and Bergman, S. 2010. *Gender outlaws: the next generation*. Berkeley, CA: Seal Press.

Readings as assigned by discussion groups.

### **Course Requirements**

|                                     |            |
|-------------------------------------|------------|
| Attendance and participation        | 10%        |
| Readings Discussion (2 at 5 points) | 10%        |
| Reflection Journals (5)             | 10%        |
| Blog Entries (5)                    | 10%        |
| Facilitation                        | 20%        |
| Tabling (3) and Events (2)          | 10%        |
| Sound Byte Exercise (10)            | 10%        |
| Final Process Paper                 | 20%        |
| Total                               | <hr/> 100% |

### **Grading Scale**

|                |    |
|----------------|----|
| 94.0 and Above | A  |
| 90.0 to 93.999 | A- |
| 87.0 to 89.999 | B+ |
| 84.0 to 86.999 | B  |
| 80.0 to 83.999 | B- |
| 77.0 to 79.999 | C+ |
| 74.0 to 76.999 | C  |
| 70.0 to 73.999 | C- |
| 67.0 to 69.999 | D+ |
| 64.0 to 66.999 | D  |
| 60.0 to 63.999 | D- |
| Below 60.0     | 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, students will get **one freebie** absence and then points can be deducted from the student's 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 a student is silent or not participating in activities, ze will ask to speak with that student one-on-one.

### Readings Discussion

Each class period a discussion group will be responsible for leading a discussion about the readings for that class period. Each group will be responsible for **TWO** class discussions each worth five points. Each group member should participate in the facilitation. The group leading the discussion will post a link to the selection they have chosen for the class to read and two discussion questions on the class Facebook group page by 10am Monday morning. Grading will be based on the article chosen, the questions asked and the quality of the facilitation. The group will have 40 minutes (instructor will stop discussion at 40 min) of class for the dialogue.

### Reflection Journal

The Reflection Journal is a log of student's experiences and reactions to their facilitations on campus. After students facilitate, please submit a journal critiquing the experience. This is a time to talk about what went well and what the student might change during the next facilitation. If a journal is due and you have not facilitated a workshop, writing about the readings and/or news is acceptable. Journals should be double-spaced, 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 the student's name, the date, and the journal number are on the journal. Students are required to complete 5 journals. Each journal is worth 2 points.

### Bloggng

The PFP blog is: <http://www.pfpaustin.blogspot.com/>. Students can write commentary of news, state of the LGBTQ community, and the media. Students will need to be mindful that the posts are public and represent “Peers for Pride,” a program of the Gender and Sexuality Center. Posts need to be written from a “first person perspective” and cannot be attacks toward a person or aggressively target UT. The posts should come from a place of “I feel,” “I believe,” “I am affected....” The instructor will be reading the posts and has the right to ask someone to edit or remove content that might be hurtful to PFP, the GSC, or UT. Each student will be expected to post a minimum of 5 entries to the blog. Each blog entry is worth 2 points. Each blog has a “due date.” Please write entry by each date. Points can be taken if blog is late.

### Facilitation

This semester students will be putting their facilitation skills into practice. Each student will be required to facilitate at least **3 workshops and the beginning and ending final performances** throughout the semester. Points will be based on the number and the quality and improvement of your facilitation skills.

### Tabling and Events

As members for Peers for Pride you are also ambassadors of the GSC. This semester you are required to **table 3 times for the GSC and attend 2 events as well as attend/observe 1 workshop of their peers**. Your instructor will give the possible events to you. If there is something that you are attending that you feel should count, please check with your instructor. You will be given a one-page template to complete after each tabling, event and observation. This will be worth 10 points.

### Sound Byte

There is one “Sound Byte” assignment that is worth 10 points. Details for the assignment will be given out in class.

### Final Process Paper

During the course, students will hopefully learn and experience many new things. The final paper gives students the opportunity to demonstrate what they have learned and experienced, as well as discuss how they have processed the information, and plan to use it in the future. More information about this paper will be given out in class.

| <b>Date</b> | <b>Topic</b>   | <b>Readings</b> |
|-------------|--|-----------------|
| Jan. 17 [1] | <b>Overview of the Course</b><br><b>Representing PFP and GSC</b> |                 |
| Jan. 24 [2] | <b>Possible guest speaker</b>                                    |                 |

|               |  |                                      |
|---------------|--|--------------------------------------|
| Jan 26        | <b>Retreat – 10am to 3pm (lunch provided)<br/>(might change)</b>                           |                                      |
| Jan. 31 [3]   | <b>Guest Speaker (Shane at Creating Change)</b><br><br><i>Blog #1 Due</i>                  |                                      |
| Feb. 7 [4]    | <i>First Open performance</i>  |                                      |
| Feb. 14 [5]   | <b>Vocabulary Review</b><br><br><b>Team #1</b><br><i>Journal #1 Due</i>                    | Bornstein/Bergman<br>pgs. 9 to 51    |
| Feb. 21 [6]   | <b>Working a “Tough” Room</b><br><br><b>Team #2</b><br><i>Blog #2 Due</i>                  | Bornstein/Bergman<br>pgs. 52 to 92   |
| Feb. 28 [7]   | <b>Sound Byte Speak Out</b><br><br><b>Team #3</b><br><i>Sound Byte #3 Due</i>              |                                      |
| March 7 [8]   | <b>Religion and Spirituality</b><br><br><b>Team #4</b><br><i>Journal #2 Due</i>            | Bornstein/Bergman<br>pgs. 93 to 134  |
| March 14      | <b>Spring Break – no class</b>   |                                      |
| March 21 [9]  | <b>Legal Issues</b><br><br><b>Team #1</b><br><i>Blog #3 Due</i>                            | Bornstein/Bergman<br>pgs. 135 to 168 |
| March 28 [10] | <b>Dealing with Stereotypes &amp; Media</b><br><br><b>Team #2</b><br><i>Journal #3 Due</i> | Bornstein/Bergman<br>pgs. 169 to 203 |
| April 4 [11]  | <b>Bisexuality/Transgender Review</b><br><br><b>Team #3</b><br><i>Blog #4 Due</i>          | Bornstein/Bergman<br>pgs. 204 to 238 |
| April 11 [12] | <b>Topic to be Decided</b><br><br><b>Team #4</b><br><i>Journal #4 Due</i>                  | Bornstein/Bergman<br>pgs. 239 to 268 |
| April 18 [13] | <b>Topic to be Decided</b><br><br><i>Blog #5 Due</i>                                       | Bornstein/Bergman<br>pgs. 269 to 302 |
| April 25 [14] | <b>Thoughts on Next Year</b><br><br><i>Journal #5 Due</i>                                  |                                      |
| May 2 [15]    | <b>Celebration</b><br><br>Final Paper Due  |                                      |