Faculty of Education
The University of Western Ontario
B.Ed. Course Outline

Lesbian, Gay, Bisexual, Trans, Two-Spirit, Queer/Questioning (LGBT2Q) Issues in Education 5499Q
Tuesday, 4:30 - 6:30pm, Room 2051

Instructor: Alicia Lapointe, PhD Candidate, MEd, BEd, BA
Faculty of Education
The University of Western Ontario
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Office Hours: Please email to schedule an appointment

Course Description:
This course will foster a comprehensive and critical understanding of the political and cultural landscape of education for lesbian, gay, bisexual, trans, two-spirit, queer/questioning (LGBT2Q) youth. Students will learn to recognize and address homophobia, transphobia, heterosexism, genderism, and (hetero/cis)normativity in school and society. Queer and anti-oppressive theories will be drawn upon to spotlight LGBT2Q-based inequities and direct attention to what educators can do to support LGBT2Q+ youth, and cultivate safer, more inclusive, and just school environments for gender, sexual, and romantic minorities (GSRM).

Course Objectives:
Through weekly discussions, reflection, and ongoing inquiry, students will learn how to identify and combat LGBT2Q-based inequities in school and society. An emphasis will be placed on critically analyzing educational policies, procedures, attitudes, and acts that are underpinned by homophobic, transphobic, heterosexist, genderist, and (hetero/cis)normative assumptions, and ideologies.

Learning Outcomes:
From attending each class, completing all course readings/webinars/videos/articles, etc., and engaging in critical discussion and class activities, students can expect to achieve the following outcomes:

1. Recall GSRM-related terms and concepts
2. Understand how particular LGBT2Q-based values, beliefs, and ideologies negatively impact LGBT2Q student lives (e.g., mental health) and learning (e.g., disengagement)
3. Apply queer and anti-oppressive theories to interrogate anti-LGBT2Q attitudes, beliefs, and educational practice
4. Understand Indigenous and non-Western perspectives on sexuality and gender
5. Critically analyze and assess the usefulness of LGBT2Q-related resources, including online sources of information (e.g., webinars, infographics, videos, podcasts, blogs, comics, etc.)
6. Assess, interpret, evaluate, and use LGBT2Q-based educational research to promote sexual and gender equity in schools
7. Utilize online technologies to learn about and integrate LGBT2Q content into curriculum
8. Understand and uphold anti-homo/transphobic policies/guidelines that guarantee the rights of GSRMs (e.g., Education Act, Accepting Schools Act, Ontario Human Rights Code, etc.)
9. Intervene more effectively with parents, students, and/or peers who engage in or report homophobic/transphobic bullying and harassment
10. Collaborate with educators, administrators, parents, students, and community partners to create and maintain more equitable learning environments for LGBT2Q students

Topic Outline:

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<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept 6</td>
<td>Terminology Unpacked</td>
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<tr>
<td>2</td>
<td>Sept 13</td>
<td>Homophobia, Heterosexism, Transphobia, Genderism, and (Hetero/cis)</td>
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<td>3</td>
<td>Sept 20</td>
<td>Anti-Oppressive and Queer Theoretical Perspectives</td>
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<td>4</td>
<td>Sept 27</td>
<td>Social Conditions for GSRM Students</td>
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<td>5</td>
<td>Oct 4</td>
<td>Anti-Homophobic and Anti-Transphobic Policies/Guidelines</td>
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<td>6</td>
<td>Oct 18</td>
<td>Two-Spirit: Indigenous Perspectives on Gender and Sexuality</td>
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<td>8</td>
<td>Nov 1</td>
<td>Theory to Practice: The Role of the Educator in Addressing Homophobia,</td>
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<td>Transphobia, Heterosexism, Genderism, and (Hetero/cis)</td>
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<td>9</td>
<td>Nov 8</td>
<td>Theory to Practice: The Role of the Educator in Addressing Homophobia,</td>
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<td>Transphobia, Heterosexism, Genderism, and (Hetero/cis)</td>
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Course Materials: All readings and media (i.e., webinars, videos, articles, etc.), which are listed in this document and posted on the OWL website, are required components of this course. These materials may be accessed by logging on to Sakai (i.e., https://owl.uwo.ca/portal), clicking on the "Resources" tab, and opening up each week's folder.

Assignment Guidelines: All assignments are intended to advance students' understanding and critical analysis of LGBT2Q issues in education; they will help students develop a sensitivity to gender, sexual, and
romantic minority concerns so they may better support LGBT2Q+ youth in schools, and engage in LGBT2Q-affirmative teaching and learning practices.

Course Requirements:

Assignment 1 – Exits Cards (45%)
Objective - Students are required to complete an exit card each class. The purpose of this assignment is for students to communicate what they learned from reading/viewing course materials and participating in class, and to express how their learning will impact their educational practice. The instructor will distribute an exit card to each student before the start of every class. Students may fill in their exit card as the lesson unfolds and/or at the end of class. Each student must complete and submit all 9 exit cards, but students are only required to have 3/9 of their submissions evaluated by the instructor. Students will select which three weeks they would like the instructor to evaluate their work.

Criteria
- Thoughtful, insightful, and critical analysis of LGBT2Q knowledge/experiences
- Text-to-self connections (i.e., communicating personal values, beliefs, thoughts, and experiences)
- Identify, describe, and elaborate on at least one LGBT2Q issue and discuss how it relates to student’s current and/or future role as an educator

Grade: 45% (3 exit cards @ 15% each). Date Due: Students must indicate on each of their exit cards whether or not the instructor will evaluate their work. 3/9 exit cards must be evaluated by the instructor.

AND

Assignment 2 - Class Participation (20%)
Objective - The objective of this assignment is to fully engage in the course by readings all course readings, viewing all assigned media texts, participating in in-class discussions and activities, and completing all course assignments.

a) Self Evaluation (10%) - Students are expected to fulfill university standards for participation: attend class regularly, be prepared to participate in-class discussions and activities, complete all course readings before class, and complete assignments on time. Students will have the opportunity to evaluate their participation in these categories. In addition, students will be asked to describe what participation means to them (i.e., create a personal definition of participation) and evaluate their participation based on their own criteria.

b) Instructor Evaluation of Student’s participation (10%) - Instructor will evaluate students based on the quality and quantity of their participation throughout the course.

Grade: 20%
- 5% for self-evaluation of university participation criteria
- 5% for personal criteria
- 10% for instructor evaluation of student’s participation

Due Date: Self-evaluation will be completed in-class during week 9.
Assignment 3 - Role, Audience, Format, Topic (RAFT) (35%).

Objective - The objective of this assignment is to investigate a GSRM-related topic through a particular perspective, for a particular audience, within a particular format.

The assignment design enables students to select a GSRM-related topic that they are interested in exploring further. Students are encouraged to creatively construct a project where they communicate significant topical information through a particular perspective, for a specific audience. First, students will complete a document that indicates the focus of their assignment. They will select: a) a perspective and specify a role (i.e., who they are); b) an audience (i.e., who they are communicating with); c) a format (i.e., what shape the assignment will take); and d) a topic (i.e., what the focus of the assignment will be) from pre-identified options. Please refer to the assignment document and the rubric, which outline all the required components of the assignment.

Grade: 35%

Due Date: Must be submitted during, or prior to, the final class on week 9.

Policy Statements:

Accessibility: The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf

Attendance: The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line: http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf

Excused Absences: If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

Unexcused Absences: Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

Language Proficiency: In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language
of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

**Late Penalties:** Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 5% per day, and will not be accepted more than 10 days after the due date unless prior arrangements have been made with the instructor.

**Academic Offences:** Scholastic offences are taken *very seriously* in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: [http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_ScholasticDiscipline.pdf](http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_ScholasticDiscipline.pdf)

**Plagiarism:** Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. *Advice about plagiarism and how to avoid it can also be found here:* [http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf](http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf)

**Plagiarism-Checking:**

a. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([http://www.turnitin.com](http://www.turnitin.com))

b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

**Use of Laptops & Notebooks in Class:** As a courtesy to members of the class, please put your cell phone on ‘vibrate’ or turn it off during class. Laptops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor, please do not engage in personal networking and non-course communication during class time – save it for before or after class, or for the break.

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### SUPPORT SERVICES

A variety of support services are available at Western.

If you need advice or assistance, do not hesitate to get in touch with any of these services.

**FINANCIAL ASSISTANCE:** Registrarial Services ([http://www.registrar.uwo.ca](http://www.registrar.uwo.ca))

**WRITING SUPPORT:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))

**LEARNING SKILLS SUPPORT:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))
About the Instructor:
Alicia Lapointe is a PhD Candidate who researches Gay-Straight Alliances (GSA) and student activism in Ontario public and Catholic schools. She has received both the Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship (2014 - present), and the Ontario Graduate Scholarship (OGS) (2013) to support her study. She has authored many LGBT2Q-focused educational and academic articles, and has presented several papers on queer/trans issues at national and international conferences.

Alicia created and instructs the BEd course, Lesbian, Gay, Bisexual, Trans, Two-Spirit, Queer/Questioning (LGBT2Q) Issues in Education (2014 - present). She has received two University Student Council Teaching Honor Roll Awards of Excellence, and a nomination for an Education Students' Council Undergraduate Teaching Award for her work with this course. Alicia also facilitates online and face-to-face guest lectures in both graduate and undergraduate classes at The University of Manitoba, Lakehead University, Western University, Fanshawe College, and the Ontario Police College in the areas of equity, social justice, and inclusivity; educational policy; gender, sexual, and romantic minority (GSRM) sensitivity in counseling psychology and policing; health and physical education; social studies; and the theoretical and methodological underpinnings of gender and sexuality-related studies.

In addition to her research and teaching responsibilities, Alicia is actively involved in cultivating a queer and trans-positive community at the Faculty of Education. Collaborating with faculty members and students, she spearheaded three school-wide conferences regarding LGBT2Q issues in education: School's OUT: Educators, Students, and Community Members Discuss LGBT2Q Issues (2014); Teaching OUT: Educators and Students Address Queer Issues in Education (2012); and Busted Injustice: Cultivating Safer Learning Environments (2012). Alicia also co-founded the first GSA at the Faculty of Education.

Alicia provides GSRM-focused professional development sessions and workshops for teacher candidates, and local educators and students. In particular, she assists local high schools with the development and functioning of their GSAs. Alicia is also a facilitator for Open Closet, a local social support group for LGBT2Q+ youth between 14 and 18 years of age.
Required Course Readings/Media:

**Week 1: Terminology Unpacked**


**Week 2: Homophobia, Heterosexism, Transphobia, Genderism, and (Hetero/cis)normativity**


**Week 3: Anti-Oppressive and Queer Theoretical Perspectives**


**Week 4: Social Conditions for LGBT2Q Students**


**Week 5: Anti-Homophobic and Anti-Transphobic Policies/Guidelines**


**Week 6: Two-Spirit: Indigenous Perspectives on Gender and Sexuality**


**Week 7: Gay-Straight Alliances: Safety, Support, Education, and Advocacy**


**Week 8: Theory to Practice: The Role of the Educator in Addressing Homophobia, Transphobia, Heterosexism, and (Hetero/cis)normativity (Part 1 - Pedagogy and Practice)**

**Week 9: Theory to Practice: The Role of the Educator in Addressing Homophobia, Transphobia, Heterosexism, and (Hetero/cis)normativity (Part 2 - Privilege and Activism)**