Lesbian, Gay, Bisexual, Trans, Two-Spirit, Queer/Questioning (LGBT2Q) Issues in Education 5499Q

Section 001: Tuesdays - 8:30 - 10:30 am, Room 1139
Section 004: Wednesdays - 8:30 - 10:30 am, Room 1139

Instructor: Alicia Lapointe, PhD Candidate, MEd, BEd, BA
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The University of Western Ontario
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Course Coordinator: Margaret McNay, PhD
Associate Dean, Teacher Education
519.661.2111 x 88558
mmcnay@uwo.ca

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, cissexism, heteronormativity, and cisnormativity in school and society. Queer, trans, 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, cissexist, heteronormative, and cisnormative assumptions and ideologies.

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

1. Recall GSRM-related terms and concepts.
2. Understand how oppressive beliefs, and ideologies negatively impact LGBT2Q+ student lives (e.g., mental health) and learning (e.g., disengagement).
3. Apply queer, trans, and anti-oppressive theories to interrogate hetero/cisnormative policy, practice, pedagogy, and curriculum.


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 LGBT2Q content and integrate it in the curriculum.

8. Understand how to uphold anti-homo/transphobic policies/guidelines that guarantee the rights of GSRMs (e.g., 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, harassment, and exclusion.

10. Collaborate with educators, administrators, parents, students, and community partners to create and maintain more equitable learning environments for LGBT2Q+ students.

**Topic Outline:**
* Section 001 dates are in purple *Section 004 dates are in black

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<th>Week</th>
<th>Dates</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Oct 17/18</td>
<td>Terminology Unpacked</td>
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<td>2</td>
<td>Oct 24/25</td>
<td>Homophobia, Heterosexism, Transphobia, Cissexism, Heteronormativity, and Cisnormativity</td>
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<td>3</td>
<td>Oct 31/Nov 1</td>
<td>Anti-Oppression</td>
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<td>Nov 7/8</td>
<td>Social Conditions for GSRM Students</td>
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<td>5</td>
<td>Nov 14/15</td>
<td>Anti-Homophobic and Anti-Transphobic Policies/Guidelines</td>
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<td>6</td>
<td>Jan 9/10</td>
<td>Two-Spirit: Indigenous Perspectives on Gender and Sexuality</td>
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<td>7</td>
<td>Jan 16/17</td>
<td>Gay-Straight Alliances: Safety, Support, Education, and Advocacy</td>
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<td>8</td>
<td>Jan 23/24</td>
<td>Theory to Practice: The Role of the Educator in Addressing Homophobia, Transphobia, Heterosexism, Cissexism, Heteronormativity, and Cisnormativity (Part 1 - Pedagogy and Practice)</td>
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<td>9</td>
<td>Jan 30/31</td>
<td>Theory to Practice: The Role of the Educator in Addressing Homophobia, Transphobia, Heterosexism, Cissexism, Heteronormativity, and Cisnormativity (Part 2 - Privilege and Activism)</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 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 (GSRM) 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 (30%)
Objective - Students are required to complete and submit an exit card at the end of each class. The purpose of this assignment is for students to communicate what they have learned from reading/viewing course materials and participating in class, and to express how their learning will influence 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. The totality of exits cards will be formally graded on two occasions: 1) weeks 1-4; and 2) weeks 5-9.

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: 30%
- 15% for weeks 1-4
- 15% for weeks 5-9

Due Date: Students must submit their exit card at the end of each class.

AND

Assignment 2 - Class Participation (40%)
Objective - The objective of this assignment is to fully engage in the course by completing all course readings, viewing all assigned media, participating in class discussions, and activities.

a) Self Evaluation (10%) - Students will have the opportunity to evaluate their in-class participation on two occasions (i.e., week 5 and week 9) against the following criteria: quality of large group contributions; quality of small group contributions; relating assigned readings/media to class discussions/activities; making cross-curricular connections; actively listening to classmates; using accurate and GSRM-affirming language and engaging in respectful behaviours.

b) Instructor Evaluation of Student’s participation (30%) - Instructor will evaluate students’ in-class participation on two occasions (i.e., week 5 and week 9) against the following criteria: quality of large group contributions; quality of small group contributions; relating assigned readings/videos to class discussions/activities; making cross-curricular connections; actively listening to classmates; using accurate and GSRM-affirming language and engaging in respectful behaviours.

Grade: 40%
- 5% for self evaluation at midterm (week 5)
- 5% for self evaluation at end of term (week 9)
- 15% for instructor evaluation of student’s participation at midterm (week 5)
- 15% for instructor evaluation of student’s participation at end of term (week 9)

**Due Date:** Self-evaluation will be completed in-class during week 5 and week 9. Instructor evaluation of students’ in-class participation will be completed on week 5 and week 9.

**AND**

**Assignment 3 - Role, Audience, Format, Topic (RAFT) (30%).**

**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 will be communicating topical information to); 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 rubric, which outline all the required components of this assignment. Several exemplars are also posted on the course website.

**Grade:** 30%

**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/teacher-education/docs/policies/Accessibility_Western.pdf](http://www.edu.uwo.ca/teacher-education/docs/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/teacher-education/docs/Attendance%20Policy%202016.pdf](http://www.edu.uwo.ca/teacher-education/docs/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 5 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/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf](http://www.edu.uwo.ca/teacher-education/docs/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:

**Plagiarism-Checking:**

1. 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))

2. 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.
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)

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

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/services/).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

B.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1131

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1131

HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1166

About the Instructor:

Alicia Lapointe is a PhD Candidate who researches Gay-Straight Alliances (GSA) and student activism in Ontario public secular and Catholic schools. She has received both the Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship (2014 - 2017), and the Ontario Graduate Scholarship (OGS) (2013) to support her study.

Alicia created and instructs the BEd course, Lesbian, Gay, Bisexual, Trans, Two-Spirit, Queer/Questioning (LGBT2Q) Issues in Education (2014 - present). She has received three University Student Council Teaching Honour Roll Awards of Excellence, and an Education Students' Council Undergraduate Teaching Award (2016-2017) and a nomination for this award (2014-2015) for her work with this course. She 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; social studies; gender, sexual, and romantic minority (GSRM) sensitivity in counseling psychology and policing; health and physical education; and queer and trans theories and methodologies.
Alicia provides GSRM-focused professional development sessions and workshops for local educators and students. In particular, she assists local high schools with the development and functioning of their GSAs. She is one of the authors of the Healthy Relationships Program (HRP) for LGBTQ+ Youth (2016), which has been successfully implemented in GSAs and community groups. Alicia is also a facilitator at 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**

*Required*


*Optional*


**Week 2: Homophobia, Heterosexism, Transphobia, Cissexism, and Heteronormativity, and Cisnormativity**


**Week 3: Anti-Oppression**


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


Lesbian, Gay, Bisexual, Trans, Two-Spirit, Queer/Questioning (LGBT2Q) Issues in Education 5499Q
Week 5: Anti-Homophobic and Anti-Transphobic Policies/Guidelines
Egale Canada (2017). What is Bill C-16? Retrieved from:
https://www.youtube.com/watch?v=s4BSkw62T1s#action=share


Week 6: Two-Spirit: Indigenous Perspectives on Gender and Sexuality
http://www.youtube.com/watch?v=AYGxZL870Z

http://www.youtube.com/watch?v=iDyaknNmg28


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

https://www.facebook.com/saved/?cref=28


Week 8: Theory to Practice: The Role of the Educator in Addressing Homophobia, Transphobia, Heterosexism, Cissexism, and Heteronormativity, and Cisnormativity (Part 1 - Pedagogy and Practice)

Week 9: Theory to Practice: The Role of the Educator in Addressing Homophobia, Transphobia, Heterosexism, Cissexism, and Heteronormativity, and Cisnormativity (Part 2 - Privilege and Activism)