Lesbian, Gay, Bisexual, Trans, Two-Spirit, Queer/Questioning (LGBT2Q) Issues in Education
5458Q/S

Monday, 9:30-12:20pm (Fall), room 1162/2:30-5:30pm (Winter), room 2042

Instructor: Jenny Kassen (pronouns: they/them/their), PhD Candidate, MEd., BEd. BDes.
jkassen@uwo.ca

Course Coordinator: Dr. Wayne Martino

Calendar Copy:
This course builds knowledge about how to support lesbian, gay, bisexual, trans, two-spirit, queer, questioning (LGBT2Q) and gender independent youth in schools. The ways in which educators can support LGBT2Q youth, and cultivate safe, inclusive, and just school environments for students of all sexual orientations and gender identities will be examined. 3 hours per week, first or second term, .25 credit

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, and hetero/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).

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.

Course Content and Activities:

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>Oct. 15/</td>
<td>Course introduction</td>
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<td></td>
<td>Jan. 7</td>
<td>Anti-Oppression</td>
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<td>Terminology Unpacked</td>
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<td>2</td>
<td>Oct. 22/</td>
<td>Homophobia, Heterosexism, Transphobia, Cissexism, Heteronormativity,</td>
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<td></td>
<td>Jan. 17</td>
<td>and Cisnormativity, Colonialism</td>
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<td><em>(Group 1 discussion)</em></td>
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<td>3</td>
<td>Oct. 29/</td>
<td>Social Conditions for GSRM Students</td>
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<td>Jan. 14</td>
<td>Anti-Homophobic and Anti-Transphobic Policies/Guidelines</td>
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<td><em>(Guest speaker: Matthew Sereda, Learning Coordinator, Equity, TVDSB)</em></td>
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<td><em>(Group 2 discussion)</em></td>
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<td>Self-Evaluations due in class</td>
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<td>4</td>
<td>Nov. 5/</td>
<td>Gender and Sexuality Alliances: Safety, Support, Education, and Advocacy</td>
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<td>Date</td>
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<td>Jan. 28</td>
<td>(Guest Speakers: GSA members from the Thames Valley District School Board)</td>
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<td><em>(Group 3 discussion)</em></td>
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<td>5 Nov. 12/</td>
<td>Theory to Practice: The Role of the Educator in Addressing Homophobia,</td>
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<td>Feb. 4</td>
<td>Transphobia, Heterosexism, Cissexism, Heteronormativity, and</td>
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<td>Cisnormativity (Part 1 - Pedagogy and Practice)</td>
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<td>6 Nov. 19/</td>
<td>Theory to Practice: The Role of the Educator in Addressing Homophobia,</td>
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<td>Feb. 11</td>
<td>Transphobia, Heterosexism, Cissexism, Heteronormativity, and</td>
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<td>Cisnormativity (Part 2 - Privilege and Activism)</td>
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<td>Guest speaker: Dr. Alicia Lapointe</td>
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<td>RAFT assignment and supporting documents due</td>
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<td>Final self-evaluation due in class</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](https://owl.uwo.ca/portal)), clicking on the "Resources" tab, and opening each week's folder.

**Required Course Readings/Media:**

**Week 1: Course introduction, Anti-Oppression, Terminology Unpacked**

*Required*


*Supplemental reading*


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

*Required:


Supplemental


Egale Canada (2017). What is Bill C-16? Retrieved from: https://www.youtube.com/watch?v=s4BSkw62T1s#action=share


Week 4: Gender and Sexuality Alliances: Safety, Support, Education, and Advocacy


Supplemental

https://www.youtube.com/watch?v=tr2RDF7N_vi


Week 5: Theory to Practice: The Role of the Educator in Addressing Homophobia, Transphobia, Heterosexism, Cissexism, Heteronormativity, and Cisnormativity (Part 1 - Pedagogy and Practice)


Week 6: Theory to Practice: The Role of the Educator in Addressing Homophobia, Transphobia, Heterosexism, Cissexism, and Heteronormativity, and Cisnormativity (Part 2 - Privilege and Activism)


Supplemental

Dennis, R.J. (2017). Trans women are not “biologically male”. Retrieved from: https://www.youtube.com/watch?v=eWVRzGMVXbM

Assignments and Other Course Requirements:

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.

Assignment - Class Participation (30%)
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 (week 3 and week 6) 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** (20%) - Instructor will evaluate students’ in-class participation on two occasions (week 6 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:** 30%
- 5% for self-evaluation at midterm (week 3)
- 5% for self-evaluation at end of term (week 6)
- 20% for instructor evaluation of student’s participation at midterm (week 6)

**Due Date:** Self-evaluation will be completed in-class during week 3 and week 6. Instructor will provide written feedback on students’ first self-evaluation at week 3; instructor evaluation of students’ in-class participation will be completed on week 6.

**AND**

**Assignment 2 – Group Chat (30%).**

**Objective:** This small-group assignment will provide students an opportunity to facilitate a group discussion based on GSRM-related topics that they, based on prior teaching experience, identify as relevant to their professional practice.

**a) Prep work (10%)** In small groups, students will identify a specific GSRM-related topic or concern that they have encountered in their teaching experience (i.e. addressing homophobia/transphobia amongst colleagues; merits of ‘calling in’ vs. ‘calling out’ cissexism in the hallway). Together, they will complete a pre-facilitation document that will identify the KICA (Knowledge, Inquiry, Communication, Application) outcomes that they aim to address during their facilitation. Documents must outline a clear topic, guiding questions, and conclusion.

**b) Facilitation (20%)** Groups will have 45 minutes of class time in which to facilitate a discussion. This assignment is not a presentation, but rather an opportunity to practice facilitating and navigating potentially challenging conversations.

**Due date:** TBD
Assignment 3 - Role, Audience, Format, Topic (RAFT) (EPIC 40%).

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.

This assignment 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.

a) EPIC Journals (15%) (Evoke, Personal connection, Integrate, Critical observation) encourage students to reflect on how weekly readings and media influence the design and content of their RAFT. Students will complete and submit two sets of EPIC Journals (week 3, and week 6).

b) RAFT (25%) 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. EPIC Journals (Evoke, Personal connection, Integrate, Critical observation) encourage students to reflect on how weekly readings and media influence the design and content of their RAFT.

Due Date: Final project and final EPIC Journals 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

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 at 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

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: https://www.edu.uwo.ca/teacher-education/docs/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).

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.

Western SUPPORT 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:  http://www.uwo.ca/uwocom/mentalhealth/