

SWRK 144: WORKING WITH LGBTQ+ PUBLICS

In Workflow

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Approval Path

1. Thu, 09 May 2019 19:31:30 GMT
Dale Russell (drussell): Approved for SWRK Committee Chair
2. Thu, 08 Aug 2019 18:49:39 GMT
Dale Russell (drussell): Approved for SWRK Chair
3. Tue, 01 Oct 2019 22:46:52 GMT
Kisun Nam (knam): Rollback to Initiator
4. Thu, 03 Oct 2019 00:27:57 GMT
Dale Russell (drussell): Approved for SWRK Committee Chair
5. Thu, 03 Oct 2019 00:29:18 GMT
Dale Russell (drussell): Approved for SWRK Chair
6. Fri, 04 Oct 2019 20:01:24 GMT
Kisun Nam (knam): Approved for HHS College Committee Chair
7. Fri, 04 Oct 2019 20:03:58 GMT
Mary Maguire (maguirem): Approved for HHS Dean

New Course Proposal

Date Submitted: Thu, 03 Oct 2019 00:24:42 GMT

Viewing: SWRK 144 : Working with LGBTQ+ Publics

Last edit: Fri, 04 Oct 2019 20:01:19 GMT

Changes proposed by: Tyler Arguello (216313852)

Contact(s):

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Catalog Title:

Working with LGBTQ+ Publics

Class Schedule Title:

Working with LGBTQ+ Publics

Academic Group: (College)

HHS - Health & Human Services

Academic Organization: (Department)

Social Work

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2020 (2020/2021 Catalog)

Subject Area: (prefix)

SWRK - Social Work

Catalog Number: (course number)

144

Course ID: (For administrative use only.)

TBD

Units:

3

In what term(s) will this course typically be offered?

Spring term only

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

Yes

This course replaces the following experimental course:

SWRK 196 - Working with LGBTQ Communities

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The Division of Social Work offers generalist training for undergraduate majors and first year MSW students. These upper division undergraduate years as well as the first year of the MSW program cover material that is relevant to an interdisciplinary (i.e., non-social work) audience. At-large the Division is responding to needs in the fields of social work as well as interdisciplinary professional practice, capitalizing on faculty teaching and practice expertise, and more fully developing professional and academic competencies resulting in excellence in professional practice of Sac State graduates. There is a gap in the curriculum for electives that cover issues related to lesbian, gay, bisexual, transgender and queer (LGBTQ+) people and communities – that is, electives that do not only study a culture but that train students to work with and serve this highly vulnerable, marginalized, and diverse community. This course is also designed to synergize with the new university-wide LGBT Studies Minor, coordinated through Women Studies. As well, this course is a change to the existing experimental courses (i.e., SWRK 296D and SWRK 196) that piloted this curriculum for both undergraduates and graduates – but separately. This revision for a permanent course is based on the piloting experiences – but also the best practice standard for comparable courses in other social work programs around the country. To say, this revision seeks to cross-list this course as SWRK 130 and SWRK 230 – which would combine undergraduates and graduates in the same classroom, as well as be open to non-Social Work majors.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This elective provides students with an in-depth understanding and critical framework to conduct applied work with individuals who are LGBTQ+, and their kinship networks and communities. Various perspectives (e.g., person-in-environment, historical, political, psychological, critical theory, intersectional) are utilized to better understand contemporary issues, social and health inequities, and lived experiences of LGBTQ+ people. Assignments deepen self-awareness in service of professional development. This course is open to upper division undergraduates of all majors, and to all graduate students.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)

This course is a paired course with SWRK 244.

Does this course have prerequisites?

Yes

Prerequisite:

Be a junior or senior undergraduate.

Prerequisites Enforced at Registration?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Lecture Units

3

Is this a paired course?

Yes

Please confirm that it complies with the Paired Courses Policy and enter the course with which it is paired:

SWRK 244

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

1. Students will demonstrate professional self-awareness and cultural sensitivity.
2. Students will demonstrate critical thinking.
3. Students will engage with LGBTQ+ people and diverse settings in service of advancing social justice as well as challenging multi-level oppression and privilege.
4. Students will use empirical knowledge of the effects of oppression of and discrimination against LGBTQ+ people to guide action planning.
5. Students will engage with diverse social theories and social policies to guide critical appraisal of and action planning with LGBTQ+ people and communities.

Attach a list of the required/recommended course readings and activities:

196 - Arguello - May 2019.pdf

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

- # Attendance and participation = 10%
- # Engaged Reading = 10%
- # Self-Awareness Journal = 20%
- # Queer World Making Project (Part 1): The Built Environment Journal = 20%

Queer World Making Project (Part 2): Queer Narratives Paper = 20%

Queer World Making Project (Part 3): Critical Issue = 20%

(Total = 100%)

Engaged Reading: Each week, course readings will include varying levels of theory and practice-related issues. Once each semester, students will have the responsibility to articulate, in writing and in class, a critical and close reading of the assigned materials in order to situate the readings in context. They will lead the review of the readings in class, while the rest of their colleagues will be participants engaging in cogent dialogue and informed discussion.

Self-Awareness Journal: This course evidences praxis, a key skill in any applied field: just as it is expected for students to export knowledge and skills into the field, simultaneously it is expected they import their lived experiences into their learning in the classroom (and beyond). Given the historically marginalized and enduring health disparities of the LGBTQ+ community – as well as implicit heteronormative and anti-LGBTQ biases operating in our society – the stakes for competently engaging in praxis are increased for practitioners. As such, there are several objectives for this journal. The first is to encourage students to begin to develop self-awareness around their feelings, concerns, and curiosities about diverse identities, sexualities, gender identities, and gender expressions. Many of these issues are some of the most personal for our clients and it is imperative that we be aware of our own knowledge and competencies - as well as our limitations and areas for continued growth. This paper and its content are strictly confidential and it is essential that students be honest with themselves and with the professor about the following content areas. Content gleaned from the journals will assist with a deepened understanding and potential altering of course content throughout the semester. (Note: page length is less for BA students versus MA students.)

Queer World Making Project (Parts 1, 2, 3): There are two primary purposes for this assignment: 1. to learn and practice a generalist model for social change and culturally competent practice that can be applied across time and place in order to assist you in developing professional knowledge and skills in working with different populations; and, 2. to apply the model to the LGBTQ+ community in order to enhance your ability to provide culturally-responsive services that are sensitive to differences and diversity. The QWM project is comprised of three separate but interrelated activities: 1. A purposeful visit to a LGBTQ+ place in order to analyze queer space making; 2., an interview with a self-identified member of the LGBTQ+ community; and, 3. a brief literature review about a social or health inequity related to LGBTQ+ people and the community. (Note: page length is less for BA students versus MA students.)

For whom is this course being developed?

Majors in the Dept

Majors of other Depts

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Knowledge of human cultures and the physical and natural world

Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

No

Reviewer Comments:

Kisun Nam (knam) (Tue, 01 Oct 2019 22:46:52 GMT):Rollback: Committee approved the form with pending changes. Please refer to the discussion during meeting. Committee members from the department will provide the detailed changes to the chair/author. Once re-submitted, the chair may approve the proposal immediately.

Key: 14047