New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** GSWS 344

2. **Course title:** LGBT2QIA+ Health

3. **Abbreviated title for class schedule** (30 characters or less): LGBT2QIA + Health

4. **Credit hours:** 4.0
   (note: if credits are variable, list range of credits (e.g. 1-8 credits)
5. **Catalog description:** Given the health disparities that queer and trans communities face, this course addresses structural and intersectional responses that emerge from queer and trans people, health providers, and activist organizing to reduce disparities and prioritize LGBT2QIA+ health. Highlighting resilience and social change, we center queer and trans experiences of health care alongside queer and trans activist responses to healthcare systems to address the ways that people have created positive changes for LGBT2QIA+ health primarily in the U.S. and Canada.

6. **Prerequisites (*to add each additional prerequisite, start a new line*):**
   (*See attached Note for samples***)**
   A. (course prefix, (space) and number) N/A

7. **Co-requisites (including labs, if any):**
   A. (course prefix, (space) and number) N/A

8. **Major/Class restrictions: Please indicate any class or major restrictions:** N/A

9. **Is course repeatable? Yes No X If Yes, list maximum credits:**

10. **Labs requirements: If course includes a lab: # of hours lecture:** N/A **; # of hours lab:**

11. **Fees: List any course fees:** N/A

12. **Grade Mode: Graded only: X Pass/No Pass only: Option:**

13. **CIP Code: Six-digit CIP code** (check with your Division Director): 05.02

14. **Special qualifications; Is course proposed for (yes/no):**
    A. University Studies? No If yes, list Strand(s)

    B. Honors? No

15. **Cross-listing: List any cross-listing (and please complete the Cross-list proposal form at https://inside.sou.edu/provost/curriculum.html):** N/A

16. **Strategic justification for proposed course:**

A. **Rationale**: This course provides an elective in the GSWS major and minor, as well as the Transgender Studies certificate. There is an increasing need for health professionals to understand the needs of LGBT2QIA+ individuals and communities. This course is interdisciplinary and highlights the work of LGBT2QIA+ scholars and activists from an intersectional lens. Offering this course at SOU will introduce students to the broader scholarly work within the field of Gender and Women's Studies and meet student interest in the area of health care.

B. **Alignment**:

1. How does this course align with the unit's mission plan? The focus of this course will assist students in understanding and interrogating health disparities, as well as structural and intersectional responses to these, within LGBT2QIA+ communities. The course will deal with social, cultural, political, historical, and economic issues of LGBT2QIA+ health that are central to the goals of the Gender, Sexuality and Women's Studies program.

2. How does the course fit into the rest of the unit's curriculum? It provides an additional elective for GSWS majors and minors and the Transgender Studies certificate. Although health care is topically addressed in some GSWS courses, this elective will provide more depth and breadth to this area of study as it relates to GSWS. It will also serve as part of a sequence of courses that address the fields of inquiry stemming from LGBTQ+ Studies.

C. **Enrollment**: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 20; Year 2 n/a; Year 3 25

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty*:
   a. Who will teach the course? Developed and will be taught by Dr. Carey Jean Sojka spring 2021.
   b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. This course will be offered every 2-3 years. It will be accommodated within Sojka's normal teaching load.
   c. If additional faculty members are needed, how will that need be met? N/A

2. *Facilities*: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. This class requires circle seating (either all-class circle seating or small group circle seating) and accessible seating for all students (e.g. no small desks).

3. *Other*:
   a. Are Hannon Library resources sufficient to meet the needs of this course? Currently yes. As the major develops, we would benefit from access to a specific Gender Studies electronic database.
   b. Are any other resources needed to support this course? No
      If so, please explain how they will be obtained. N/A

E. **External impact**:

1. What is the expected effect of this course on existing programs elsewhere in the university? This elective offering is expected to support the needs and interests of students moving into health care fields, as well as students seeking to understand emerging sexuality and gender developments more conceptually. No negative effect on other programs is expected, though the course will probably prove to be of interest to a variety of individual students, potentially from OHSU nursing, HCA majors, and Human Services majors.
NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No
NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

A. Course description (same as Catalog description, above)

B. Learning objectives of the course

C. Required texts

D. Course format

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

_____ _____

Signature of Division Director Date

4/29/16

GSWS 344: LGBT2QIA+ Health

Spring 2021, 4 credits

Instructor: Dr. Carey Jean Sojka
Pronounced CARE-ree JEEN SOY-kah
Most students call me Carey; you can also call me Dr. Sojka.
Course Day/Time: MW 1:30-3:20pm
Email: sojkac@sou.edu
Office Phone: 541-552-6750 (you can leave me messages on this phone that I will receive in my email)
Office hours:

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Course Information

Course Description

Given the health disparities that queer and trans communities face, this course addresses structural and intersectional responses that emerge from queer and trans people, health providers, and activist organizing to reduce disparities and prioritize LGBT2QIA+ health. Highlighting resilience and social change, we center queer and trans experiences of health care alongside queer and trans activist responses to healthcare systems to address the ways that people have created positive changes for LGBT2QIA+ health primarily in the U.S. and Canada.

GSWS Course Criteria

1. A significant portion of the course content and/or methodology should pertain to the study of women, sexuality, and/or gender diversity within an anti-racist feminist and/or anti-racist queer framework.
2. Course content should challenge the intersecting systems of oppression and privilege (e.g. sexism, racism, heterosexism, cissexism, ableism, classism, etc.) that shape the experience and disproportionately affect marginalized groups.
3. Course content must exclude oppressive or sex-role stereotypical definitions as the desirable cultural norm.
4. Assigned work should address in some consistent manner the following learning objectives:

a. Analyzing course topics from feminist and/or queer perspectives
b. Analyzing intersecting systems of oppression and privilege
c. Understanding one's own position in those systems of oppression and privilege

Course Goals

1. Students will gain an understanding of LGBT2QIA+ health disparities.
2. Students will gain knowledge about how to create LGBT2QIA+ inclusive health systems.
3. Students will learn about intersectional approaches to LGBT2QIA+ health.
4. Students will engage with LGBT2QIA+ community and activist responses which promote LGBT2QIA+ health.
5. Students will learn about local and regional LGBT2QIA+ health contexts.
6. Students will reflect on how course material relates to their own lives.

Required Texts

- The Remedy: Queer and Trans Voices on Health and Health Care (required)
- Bodies and Barriers: Queer Activists on Health (required)
- Articles/chapters on Moodle and through Hannon Library (required)

Course Grading and Assignments

You are responsible for your work in this course. Remember that you are not graded on effort; grades will reflect the **quality** of your work in this course. All work you submit must be your own.

Attendance and Participation	40%
Life Stages Presentation	20%
Community Health: LGBTQ+ Health Directory Project	20%
Final Reflection	20%

Attendance and Participation

Your attendance, participation, and Moodle forums grade will include a portion for attending and participating in class Zoom sessions (or watching recorded Zoom sessions and writing a 1-2 paragraph response), and another portion for your activity in Moodle forums. If you have technology challenges, communicate them with the instructor as soon as they arise.

All participation, whether during class (Zoom) sessions or in Moodle Forums, should follow these community guidelines:

- Work together to foster a community of care in this class.
- Recognize that many people may be dealing with difficult situations in their lives.
- Respect each other and the material. You can disagree with each other or with the material, but do so respectfully.
- Move up/move back (particularly for Zoom). If you contribute less, find ways to 'move up' and contribute more; if you already contribute more, find ways to 'move back' and give other people room to contribute.
- Be mindful of how we communicate with others all the time, and especially how we communicate when we are experiencing stress or other difficulties.
- Recognize the difference between discomfort and safety/respect (refer to class content note later in syllabus) and take responsibility for our own feelings of discomfort.
- Avoid assumptions about others.
- Share overall lessons we learn through the course, but never share specifics (to protect confidentiality).
- If you're confused about what someone said, ask for clarification.
- If someone says something problematic, try to call them in instead of calling them out. Call in by explaining why it was problematic.
- If someone calls you in for something you said, first take time to understand what they are saying instead of responding immediately. Immediate responses are more likely to be defensive instead of productive.

Zoom sessions help us to foster a community of care by combating social isolation many of us may be feeling. Positive participation in Zoom sessions includes qualities such as: Demonstrate a thorough understanding of the readings through insightful comments and/or questions. Demonstrate constructive, active listening. Refer to course texts during discussions. Refer to specific pages, paragraphs, and quotes from the readings at least once during each class session when we discuss readings to relate to your discussion contributions. Take notes on lectures. Engage other students in course discussions by responding directly others' comments and questions and building on discussion ideas. Keep comments during course discussions related to the course topics and readings for the day and build on them by identifying new applications. Save tangential comments and questions for one-on-one meetings during the professor's office hours. Encourage other students to contribute and avoid dominating the conversation.

Moodle Forums help us to foster a community of care by allowing for communication and collaboration outside of our class time.
Purpose: Moodle forums give you an opportunity to reflect on course material and share your own thoughts about what we've read. They help you to develop your writing skills.

> **Skills/Knowledge:** Forums will strengthen your writing skills and help you to increase your knowledge of the readings by synthesizing ideas, responding with your own thoughts, and creating online dialogue with others.

Criterial for Success: Your posts and responses in Moodle forums should be a **critical thinking** response to the readings that **uses and cites key concepts from the readings**. Do not summarize the readings; instead, demonstrate that you have read and thought about the readings through your own ideas and analysis that draw from (and cite) as well as expand the ideas we've read about. Your forum posts need to address readings from both days of the week if there are readings on both days. Positive participation in Moodle forums includes qualities such as: Demonstrate a thorough understanding of the readings through insightful comments. Cite multiple course texts (using at the least the last name of the author and page number and preferably using MLA, APA, or ASA). Engage other students by responding to others' comments and questions and demonstrate a careful reading of others' posts in your responses to *at least two* other people's initial post each week, bringing new ideas and insight to their posts through your response to them. Keep questions/comments related to the course topics and readings for the day and build on them by identifying new applications. Avoid tangential comments and questions. Encourage other students to contribute. Moodle forums are graded using the following:

- Check plus (10/10) for exceptional; exceeds expectations, shows strong critical thinking, demonstrates a thorough understanding of readings through citation, has a highly polished writing quality, and responds to at least two other people's posts with new, insightful ideas that build on their ideas.
- Check (8/10) for satisfactory; meets all criteria, shows some critical thinking, demonstrates an understanding of readings, has a satisfactory writing quality, and responds to at least two other people's posts with new ideas that build on their ideas.
- Check minus (6/10) for needs work; meets some but not all criteria, not much critical thinking, readings cited but without demonstration of understanding, has a poor writing quality, and may or may not respond to at least two other people's posts.
- 1/10 – 5/10 for failing; does not meet criteria, does not show critical thinking, does not cite readings, has a poor writing quality, and/or does not respond to other people's posts.
- 0/10 for missing assignment

Note: I will be recording our Zoom class sessions to post on Moodle for students who miss a session. Like all things in this class, these are protected by copyright and cannot be shared by students (copyright statement for our entire class is at the end of this syllabus).

Life Stages Presentation

Purpose: These presentations will allow you to do research a particular topic related to either youth, young adult, middle-age adult, or older adult LGBT2QIA+ health and to share your research with the class through a presentation and engaged discussion. Your presentation will be structured as if delivering you talk to a group of health care professionals of your choice (e.g., you may choose your audience as a group such as primary care clinicians, health care assistants, hospital nurses, school health providers, and so on), while your discussion questions should be focused on our class as the audience.

> **Skills/Knowledge:** You will strengthen your research, presentation, facilitation, and collaboration skills through this project.

Criterial for Success: Your presentation should be 8-15 minutes long (not including your facilitated discussion afterwards). You will choose a specific topic related to LGBT2QIA+ health during the life stage for your week, research information it through at least 6 peer-reviewed, scholarly sources, and create a presentation based on this information with an intended audience of a particular group of health professionals. You will then facilitate a discussion based on your presentation.

You will need to submit a detailed outline with discussion questions and a list of your sources 1 week before your presentation. All presentations are on Wednesdays. All sources need to be peer-reviewed, scholarly, and reliable (meaning you identify who is responsible for the information, who is the intended audience, assess accuracy of the information, and evaluate the content to ensure that it is an appropriate source for this presentation). Submit your outline with questions and list of sources by emailing them to sojkac@sou.edu, CCing *all* group members, using the subject heading: Life Stages Presentation – [YOUR WEEK TOPIC].

Your presentation should then include the following parts:

1. Introduce the entire presentation. Introduce yourselves, introduce what you'll address, and make sure to have your one central topic *and* one central argument (e.g., thesis) stated clearly in your introduction. Make your intended audience clear.
2. Teach us about a particular LGBT2QIA+ health topic for your group's assigned life stage. Use an intersectional framework. Address how your topic is impacted by not just gender and/or sexuality but also other categories such as race, Indigeneity, class, disability, and so on. Use scholarly, peer-reviewed, reliable sources to teach us about this topic as if we were your intended audience.
3. Meaningfully conclude the entire presentation

I recommend Google Documents and Google Slides for effective collaboration.

Following your 8-15 minute presentation, you should facilitate a discussion about your topic with the class. Note that you will have had to effectively taught about your topic in order for people to understand enough to discuss your questions. Your questions should require both readings from the week/class as well as information from your presentation for students to discuss. Prepare 4-5 discussion questions about your topic for the class. Effective discussion questions:

- Inspire insightful, thoughtful responses
- Require students to engage with both the material in your presentation *and* readings we've done for class in order to respond
- Ask for student arguments/ideas that are informed directly by the presentation and readings
- Ask students to compare and contrast ideas
- Ask students to discuss the implications of ideas from the presentation and readings
- Help students to address the ideas from your presentation in more depth
- Help students to connect ideas from the presentation to other topics we've read about and discussed in class
- Help students to apply ideas to new realms

Effective discussion questions do NOT:

- Require outside knowledge (everything students need to know to answer the question should already be available to them from your presentation and from what we have already covered in the class)
- Ask for opinions (opinions are uniformed ideas about a topic that may have been formed prior to joining this class. You may, however, ask about students' informed arguments based on the information and readings shared – informed arguments are not the same as simple opinions, as they require students to engage with information from class in their responses).
- Ask students to simply recall knowledge (from the presentation or from readings).

You will also submit a peer evaluation which includes your assessment of each person's contributions to your group, including your own. Note that not everyone in your group has to contribute in the same way, but everyone should contribute equitably. In your peer evaluation, write a response about each person in your group, including yourself, addressing their/your collaboration, follow-through, insight and creativity, and quality of project work.

All peer evaluations are due 1 week after your presentation.

Grading on presentation (may be altered for students who contribute more or less based on peer evaluations; also, not turning in your peer evaluation will also lower this grade):

- Check plus (10/10) for exceptional; exceeds expectations noted above.
- Check (8/10) for satisfactory; meets expectations.
- Check minus (6/10) for needs work; meets some but not all expectations.
- 5/10 or lower for failing; does not meet expectations
- 0/10 for missing or non-participation

Community Health: LGBTQ+ Health Directory Project

NOTE: You must complete assumption of risk forms before beginning this project.

Purpose: This assignment will allow you to make meaningful change in our local community by responding to expressed needs from LGBT2QIA+ people in our area for better information on LGBT2QIA+-competent health providers.

Skills/Knowledge: This assignment helps you to build your skills in researching, organizing, synthesizing ideas, deciding on solutions, and collaborating for community health resources.

Criteria for Success: In collaboration with SO-Health-E, the Southern Oregon regional health equity coalition, our class will work together to create a provider directory for LGBT2QIA+ medical and behavioral health services in our region. Working specifically with the SO-Health-E LGBTQ+ Equity Workgroup, we will connect with local providers to learn about LGBT2QIA+ services they provide to create a public directory for LGBT2QIA+ people in our region. In addition to your work on this project, you will write a 2-3 page response discussing: what you contributed to this project; why you feel this work is important to our community; what resources exist that significantly improve LGBT2QIA+ health in our region and why; what resources are lacking; and what should be done to fill in the gaps of local health resources for LGBT2QIA+ people. This is a term-long project. More information and the rubric are available on Moodle.

Final Reflection

Purpose: This final reflection enables you to demonstrate your learning from across the term.

Skills/Knowledge: This will strengthen your critical thinking skills and help you to increase your knowledge of the LGBT2QIA+ health by thoughtfully synthesizing and analyzing content from the entire term.

Criterial for Success: This essay serves as a final for the entire term and should demonstrate your knowledge of course readings from across the term and your ability to synthesize them. You should deeply engage with at least one reading from *each* of the weeks 2-9, and at least 10 readings in total.

This should be a 4-6+ page essay. Do not answer these questions one by one – instead, integrate your answers into one overall essay. Address **ALL** of the following questions in your reflection:

1. What did you learn about LGBT2QIA+ health from this class? This is your chance to justify what you learned and why it mattered to you.
2. What has most inspired or impacted you from our class this term? What were your most interesting discoveries? What did you realize about yourself? Did this give you a new perspective, challenge your point of view, or introduce you to new techniques, skills, or processes?
3. What are some ways you could share what you have learned in this class with others?

Rubric will be posted on Moodle.

Formatting Guidelines and Other Grading Information

Please use the following formatting for all assignments unless otherwise noted.

- Times New Roman 12-point font
- Double-spacing and 0 point spacing before and after paragraphs
- Titles, headers, block quotes, visuals, and other such paper materials may be required, allowed and/or encouraged, but they do not count toward page lengths.
- Your surname, citation style, and page numbers in the footer (e.g. Sojka ASA 1)
    a. Use ASA, APA, or MLA citation style consistently and accurately for in-text citations and a reference page. Failure to cite is plagiarism regardless of intent; please see the academic honesty section below. Meet with me and/or the writing center for help with citations.
- Do not include the titles of books/articles in the text of your paper; make sure that any exceptions to this are intentional (for instance, when referring to the historical importance of a well-known text or discussing the

rhetorical significance of an article/book title). Use only the author's surname, page number, and/or publication year in the text (depending on citation style)

- All assignments submitted online must be submitted in .docx format unless otherwise noted. Note that Microsoft Word is free to download for SOU students and can also be found on campus computers.

If you disagree with a grade you receive on an assignment, please do the following:

1) Type a concise paragraph stating your case. Support for your argument in the form of citations from class readings and/or the syllabus is required.

2) Bring your paragraph with the original, graded assignment to my office hours (or by appointment) within one week of receiving the graded assignment.

Please feel free to meet with me to discuss your grade at any time during the quarter by visiting my office hours or by appointment. Letter grades will be based on the following percentages:

A = 94-100%	B = 83-86.99%	C = 73-76.99%	D = 63-66.99%
A-= 90-93.99%	B-= 80-82.99%	C-= 70-72.99%	D-= 60-62.99%
B+= 87-89.99%	C+= 77-79.99%	D+= 67-69.99%	F = 59.99% & below

Important Information on Class Policies

Student Expectations and Responsibilities

Respectful behavior is expected in this course.

It is important to remember that everyone will be coming into this course with different levels of experience, and all should be given a chance to learn in a safe environment. In order to foster a safe and productive learning environment, it is your responsibility to treat the course material as well as all other members of this class with respect. You may disagree with the course material or with one another, but make sure your questions and arguments revolve around the readings and theories that are being discussed as much as possible.

The SOU statement on diversity states: "The strength of curricular and co-curricular experiences depends upon a campus community rich with diversity of ethnicity, race, gender and gender identity, size, nationality, age, language, religious affiliation, sexual orientation, socioeconomic background, disability, and political affiliation. Without this diversity, the educational process is diminished" (http://www.sou.edu/diversity/). Your responsibility for respectful behavior in this class includes all of these aspects both in regard to representation in the classroom as well as discussion around these topics. Please refrain from calling out or tokenizing other students in relation to any of these categories. Please also do not use victim blaming rhetoric, which involves blaming people for their own victimization or oppression.

Please also be aware that many Gender, Sexuality, and Women's Studies courses bring up issues of privilege and oppression. It is important to remember "that there are few pure victims or oppressors, and that each one of us derives varying amounts of penalty and privilege from the multiple systems of oppression that frame our lives" (Collins 1993:26). As such, most of us are both privileged by some aspects of our lives and oppressed through others. However, privilege and oppression are not individual aspects of our identities. We may benefit from privilege without wanting those benefits or even recognizing that they exist! Similarly, we may be oppressed and not see how it influences our own lives. Instead, privilege and oppression operate on a structural level to influence our individual and interpersonal lives; many studies have documented these structural inequities, and if you have any questions about these, you may request further reading from the instructor. Because of this, it is important to note that neither privilege nor oppression are emotions; we cannot simply *feel* privileged or *feel* oppressed. We may feel emotions **because** of both, but they are ultimately about systems of power. Some of these related emotions may arise when recognizing how we are privileged, particularly when this happens for the first time, and responses may include any or all of the following: anger, outrage, distress, denial, and/or motivation to action (Johnson 2005). It is expected that you will take note of these issues throughout the course; examine and take responsibility for the ways in which your own emotions may relate to systems of power; and recognize that others in the course may be at a different point in relation to identifying the complexities of privilege and oppression. By following these expectations, it will help to ensure that all students are given a chance to critically engage with course material around privilege and oppression.

Any personal information shared in class should be kept confidential. You may relate the course material to personal experiences, but please know it is not expected that you will share any particular personal information with the class. If you feel that you would like to share personal information, please ensure that it is relevant to the course and that you relate it back to the course material. Use "I" statements when voicing opinions or beliefs and avoid making assumptions about other people and their opinions or beliefs.

You are responsible for participating in this course, being well-prepared, engaged, and attentive, completing and submitting all course work on time, taking responsibility for your own success and shortcomings, and communicating any problems or concerns with the instructor as soon as problems arise.

References:
Johnson, Allan. 2001. *Privilege, Power, and Difference*. Mountain View, CA: Mayfield Publishing Company.
Collins, Patricia Hill. 1993. "Toward a New Vision: Race, Class, and Gender as Categories of Analysis." *Race, Class, and Gender* 1(1):25-45.

Class Content

Classrooms are often spaces of discomfort; it can be uncomfortable to be challenged in new ways. If you experience discomfort, please take responsibility and use this as a learning moment to better understand your own relationship to the material. However, if your discomfort turns to distress or a trauma-related response, please know that you can take the space you need. You are responsible for checking in to determine alternative participation or other grading, but if this is required and completed, please know that your grade for the course will in no way be penalized. Please also know that there are multiple resources on campus including Personal Counseling Services at the Student Health and Wellness Center (www.sou.edu/health/counseling.html) and the Social Justice and Equity Center if you need help. I would be happy to refer you if you would like.

Absences

If you miss a Zoom session, please watch the class recording and submit makeup attendance using the form available on Moodle.

Late Policy

I developed this late policy to give students the flexibility to request extensions while maintaining responsibility for the timely submission of academic work. All course work is due on time unless it meets this late policy. Also note that at the discretion of the instructor, some assignments may not qualify for exceptions 1, 2, and 3 below, usually because late submissions would interfere with student and/or class productivity; these assignments would still qualify for exception 4.

1. <u>48-hour extension</u> for individual work offered to all students (not available for group work due to how this impacts others); this is in alignment with Disability Resources accommodations for flexibility with deadlines.
2. <u>Late assignments (individual work beyond 48 hours or group projects any amount late) without extensions or documentation</u>*:* It is your responsibility to upload all assignments ahead of time depending on the submission format so that you do not have technical difficulties at the last minute. Late assignments will be graded at a maximum of 50% of the original points. All late work is due by Friday of Week 10. You must email the professor by Friday of Week 10 with a list of all ungraded late work that was submitted in order to receive this grade.
3. <u>Extensions requested in advance</u>*:* Extension requests will be considered on an individual basis, but they require advance planning on your part if you will not be able to meet the deadline. The extension request must be completed and **emailed to me no later than midnight before the class deadline**. You should .request no more than 48 hours (if extenuating circumstances arise in that time, you may re-request another extension) If you would like a particular assignment to be considered for an extension, you must complete an extension request by emailing the professor with numbered responses to all of the following:
    1) Your name
    2) Course name and number
    3) Assignment
    4) Original assignment due date
    5) Reason for requesting an extension
    6) Proposed extension deadline (including due date and time)
    7) Reason for requesting this amount of time for the extension
    8) Any other information you feel is relevant (optional)

Extensions will usually be approved to be turned in during the following class session and will only rarely be approved past this timeframe. Also note that turning in an extension form does not ensure that you will be granted the extension you would like, as I may ask you to change details such as the proposed deadline. Incomplete or late extension requests will not be accepted. If you do not meet the extension deadline, you will be graded using the criteria from #1 above. You may submit multiple extension requests throughout a term, even for the same assignment. **Your extension request(s) must be included at the bottom of your work when it is submitted.** You cannot receive these extensions on Moodle forums.

4. Unforeseeable crisis*:* Documentation is required. In the case of severe illness, hospitalization, the death of a family member or loved one, a personal crisis documented by a therapist, or another unforeseeable crisis with documentation of some kind, you do not need to complete an extension request as long as you work within the following guidelines. I highly recommend documentation from the Office of the Dean of Students (dos@sou.edu), but other documentation may apply depending on each person's unique circumstances. I am very flexible on the type of documentation. Documentation is required because, if you are having this level of crisis in your life, I also want to ensure that you are connecting with the resources your need to get through this crisis. In providing documentation, you should also include details about your proposed due dates, usually between 1 and 5 days (also make sure to include the course name and number, your name, and other relevant information).

Save Your Work

It is your responsibility to maintain a copy of all graded material for use as documentation in case there are questions regarding the final grade earned in this course. Students will also need to keep a copy (electronic is fine) of all assignments turned in.

University Policies

Please find SOU Syllabus Statements for this term on Moodle.

COURSE SCHEDULE AND READINGS

(subject to change)

White=Monday Grey=Wednesday

Day	Topic	Readings	Assignments
Week 1 Day 1	Welcome	Syllabus	
Week 1 Day 2	Overview on LGBTQ Health Issues	APA, Sexual and Gender Minority Health https://www.apa.org/advocacy/health/lgbtq-health John Hopkins Medicine, Lesbian and Bisexual Women's Health Issues https://www.hopkinsmedicine.org/health/wellness-and-prevention/lesbian-and-bisexual-womens-health-issues John Hopkins Medicine, Gay and Bisexual Men's Health Issues https://www.hopkinsmedicine.org/health/wellness-and-prevention/gay-and-bisexual-mens-health-issues John Hopkins Medicine, Transgender Health: What You Need to Know https://www.hopkinsmedicine.org/health/wellness-and-prevention/transgender-health-what-you-need-to-know	Moodle Forum
Week 2 Day 1	Queer and Trans Health	The Remedy, Introduction: Why Queer and Trans Health Stories Matter (with appendix) Zena Sharman 9 Bodies and Barriers, Shakar, Introduction	Assumption of Risk forms due
Week 2 Day 2	Queer and Trans Health Innovation	The Remedy: Queer and Trans Health Innovation Profile: The Q Card Project (Seattle, Washington) 59 Queer and Trans Health Innovation Profile: Access Alliance Multicultural Health and Community Services LGBTQ+ Newcomer Initiatives (Toronto, Ontario) 115 Queer and Trans Health Innovation Profile: The Trans Buddy Program (Nashville, Tennessee) 145 Queer and Trans Health Innovation Profile: The Affirmations Deck (Toronto, Ontario) 185 Queer and Trans Health Innovation Profile: The Catherine White Holman Wellness Centre (Vancouver, BC) 207 Boudjikanian, A Cree doctor's caring approach for transgender patients https://newsinteractives.cbc.ca/longform/a-cree-doctors-caring-approach-for-transgender-patients?fbclid=IwAR0jlzVUZBPlhb1gKmndKSty42Snw_5j9Fhp7cx56p-rSMOeTiiqfLCcMv8	Moodle Forum
Week 3 Day 1	Rethinking Health through a Queer and Trans Framework	The Remedy: Unlearning: Improving Trans Care by Reorienting Medical and Nursing Discourse Soma Navidson 31 Using Medical Education to Advance Health of LGBT Individuals Kristen L. Eckstrand 63 The Disclosure of Specialization: A QPOC Therapist's Questions about Embodied Mirroring and Mentoring Keiko Lane 129 Breaking Down Barriers: A Journey to Increase Collaboration and Understanding Between LGBT2-SQ and Medical Communities Rita O'Link 189	
Week 3 Day 2	Rethinking Health through a Queer and Trans Framework	The Remedy: Remedial Asexuality: Sexualnormativity in Health Care A. K. Morrissey 165 Depathologizing Trans Eli Erlick 217 Healing Exchanges: the necessity of beloved community for queer survivors of colour Ariel Estrella 229 Five Things Providers Need to Know about Bisexual People Margaret Robinson 175	Moodle Forum
Week 4 Day 1	Life Stages: Youth	Bodies and Barriers: Human Rights and Health for LGBT Youth – Ryan Thoreson Informed Consent for Intersex Children – Katharine Dalke Navigating Pediatric Care for Trans Youth – Alisa Bowman Not Your Average Sex Talk – Emmett Patterson Resiliency for Homeless Queer Youth – Arin Jayes	

		Beyond Duct Tape: Binding for Transmasculine Youth – Preston Heldibridle Surviving Suicide – Tyler Titus	
Week 4 Day 2		Youth Health Presentation	Moodle Forum
Week 5 Day 1	Life Stages: Young Adults	Bodies and Barriers: Sex and Safety in the Digital Age – Jack Harrison-Quintana Living Proudly, Living Longer: Advocating for Queer Spaces to be Tobacco-Free – Adrian Shanker and Annemarie Shankweiler Queer Family Planning: A Remedy for Depression – Kate Luxion Social Service Navigation for the LGBT Community – Anthony Crisci That Ass Tho! Anal Health for the LGBT Community – Adrian Shanker Addiction and Recovery in the Queer Community – Atticus Ranck	
Week 5 Day 2		Young Adults Health Presentation	Moodle Forum
Week 6 Day 1	Life Stages: Middle-age Adults	Bodies and Barriers: Without Wincing or Clenching: Bisexual People's Experiences with Healthcare Professionals – Robyn Ochs Gender, Cancer, and Me – Liz Margolies "Laura is a Transgender, Didn't the Surgeons do an Amazing Job?" – Laura Jacobs Tobacco Free Queers: Prime Time to Quit – Scout Challenging HIV Stigma – Sean Strub	
Week 6 Day 2		Middle-Age Adults Health Presentation	Moodle Forum
Week 7 Day 1	Life Stages: Older Adults	Bodies and Barriers: Archiving AIDS: Intergenerational Education About an Epidemic – Chris Bartlett Organizing Against Social Isolation: Older Lesbians in Rural Communities – Kat Carrick and Ntlotleng Mabena Caregiving Concerns for LGBT Older Adults – Liz Bradbury Housing and Health for LGBT Older Adults – Imani Woody Grieving Together: LGBT Bereavement Support Groups – Justin Tanis Conclusion	
Week 7 Day 2		Older Adults Health Presentation	Moodle Forum
Week 8 Day 1	Queer and Trans Voices on Health	The Remedy Call in sick Vivek Shraya 23 Name Game: Being Seen in My Entirety Kyle Taylor-Shaughnessy 25 Navigating This Life as a Black Intersex Man Sean Saifa Wall 39 Confessions of a Gender Specialist Sand C. Chang 45 Read This Before Your Next Clinical Visit: Cheap Advice for Frequent Patients Francisco Ibanez-Carrasco 53	
Week 8 Day 2	Queer and Trans Voices on Health	The Remedy Health as a Spiritual Practice: Or, Please Don't Call Me "Lady" Sinclair Sexsmith 73 Our Caregiving, Ourselves Kelli Dunham 81 Queer in Common Country Kara Sievewright 87 NIRKwUSCIN Chase Willier 99 A Journey Towards Safety Ahmed Danny Ramadan 107	Moodle Forum
Week 9 Day 1	Queer and Trans Voices on Health	The Remedy Sex Work Solidarity as Healing: in four parts Amber Dawn 119 Trans Grit Cooper Lee Bombardier 137 Rivers of Our Lives: Stigma and Dislocations as Part of Life Course Craig Barron 149 Sick of it: One patient's adventures in heteronormativity Caitlin Crawshaw 157 Baby escape plan two J Wallace Skelton 197	
Week 9 Day 2	Queer and Trans Voices on	The Remedy Mind Your Words Xeph Kalma 203	

	Health	We Don't Have to Numb Out to Be Out Sailor Holladay 211 Through the Body Fayza Bundalli 223 Not a Liability: On Trauma-Informed Care and Community Acupuncture Lisa Baird 237 Listen Sossity Chiricuzio 247 Waiting on Information from Doctors Esther McPhee 255	
Week 10 Day 1	Community Health: LGBTQ+ Health Directory Project	No readings	Community Health: LGBTQ+ Health Directory Project Due
Week 10 Day 2	SO-Health-E Collaborations	No readings	Community Health: LGBTQ+ Health Directory Project Written Response Due
Finals			Final Reflection due

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