



The University of Western Ontario
SOCIOLOGY 4422F-001
LGBTQ2S+ Populations
Fall 2024
In-Person

Instructor: Dr. Robert Nonomura

Department of Sociology
Email: rnonomur@uwo.ca

This is a DRAFT only. Please see the course site for the final version.

Course Description: This course deconstructs sex, gender, and sexuality binaries to understand LGBTQ2S+ diversity. Drawing from diverse empirical and theoretical literatures, we explore what it's like to be LGBTQ2S+ in a heteronormative world. Topics include mental health, family, education, employment, data and methods, homelessness, crime and victimization, intersectionality, HIV/AIDS, and resiliency.

Prerequisite(s): Registration in third year or above in any Department of Sociology module, or fourth year in any module

Unless you have either the prerequisites or written special permission from your Dean to enroll in the course, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Anti-requisite(s): None.

Course Objectives and Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Combine knowledges from across multiple disciplines and sectors into a critical sociological understanding of the current literature on LGBTQ2S+ populations and communities.
- Recognize unique empirical and ethical challenges to studying LGBTQ2S+ populations.
- Lead a scholarly discussion that generates critical analysis of a recent publication (or publications) on LGBTQ2S+ populations.
- Systematically develop an essay-length analysis of an issue or gap in the current sociological literature on LGBTQ2S+ populations.

- Contribute to knowledge mobilization about LGBTQ2S+ populations by synthesizing scholarly analysis into a resource designed for general audiences (e.g. infographic, short webinar, vlog).

Course Material:

Reading assignments will consist of articles, book chapters, and knowledge mobilization resources. Links or PDFs to all resources will be provided via Perusall or linked through Brightspace.

There is no required textbook for this course.

Communication:

Students are responsible for checking the course OWL Brightspace site (<https://westernu.brightspace.com/d2l/login>) on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class.

Method of Evaluation:

The evaluation methods described in the course outline are essential requirements for the course.

Paper Proposal – 10%

Prior to submitting the Final Paper, students will submit a Research Paper Proposal. The Paper Proposal will contain three elements: a summary of the proposed Final Paper project, a tentative outline of the paper, and a proposed bibliography.

This assignment must be uploaded to Brightspace by **Thursday October 10, 11:59pm ET**. Students are expected to submit the assignment by the deadline listed. Should illness or extenuating circumstances arise, students are permitted to submit their assignment up to 24 hours past the deadline without academic penalty. Should students submit their assessment beyond 24 hours past the deadline, a late penalty of 5% per day will be subtracted from the assessed grade. Students should seek academic accommodation if medical or compassionate grounds delays submission past this grace period.

Research Paper — 30%

Students will write a research paper on a topic related to LGBTQ2S+ populations. This assignment must be uploaded to Brightspace by either **Wednesday November 28, 11:59pm ET** or **Wednesday December 5, 11:59pm ET** depending on presentation date of the Knowledge Mobilization presentation (see below). Further details will be discussed in class.

Students are expected to submit the assignment by the deadline listed. Should illness or extenuating circumstances arise, students are permitted to submit their assignment up to 48 hours past the deadline without academic penalty. Should students submit their assessment beyond 48 hours past the deadline, a late penalty of 5% per day will be subtracted from the assessed grade. Students should seek academic accommodation if medical or compassionate grounds delays submission past this grace period.

Research papers should be roughly 14 double-spaced pages, excluding reference pages. Strong research papers will use at least 15 sources. It is expected that these sources will be from peer-reviewed publications, but exceptions will be made for grey literature and non-traditional resources pending consultation with the instructor. Papers should be formatted according to either ASA or APA guidelines.

This assignment must receive a grade of 50% or higher to pass the course.

Knowledge Mobilization Presentation — 10%

On the last two weeks of class, we will hold an informal conference on LGBTQ2S+ populations. Students will prepare a knowledge mobilization resource of their choice (e.g. poster presentation, webinar, vlog, infographic) about their topic and present this resource to the class. *A digital version of your resource must be uploaded to OWL twelve hours before your presentation.*

Your peers will pose questions and share feedback on the resource you present. Therefore, attendance on *both* presentation dates will be considered *mandatory* unless excused by Academic Counselling on compassionate or medical grounds, or with prior arrangement by me. Unexcused absence will result in a 20% deduction in this assignment grade.

Discussion Facilitation — 20%

Weekly seminar discussions will be led by designated discussion facilitators. Students will facilitate in groups of two or three (2-3) once in the term. Students will have the opportunity to select their facilitation date and topic in order of a random draw on Thursday September 5 (Week 1).

Facilitators will lead the class in a discussion of the theoretical, methodological, and sociological significance of the week's readings. Further details and marking rubric for this assignment will be provided on OWL.

Perusall Participation — 15%

During each week's readings, you will use the Perusall platform to comment on key passages, pose questions about the readings, and interact with peers who are doing the same. Each of these "assignments" will be graded individually using the platform's proprietary algorithm, which ensures fairness and consistency. Your grade in this section of the course will be based on the consistency, quantity, quality, depth, and completeness of your engagement with the week's materials. I will provide further explanation of these standards on Week 1.

You will be expected to participate in at least nine (9) of these weekly "assignments"—that is, the grade will consist of your top nine Perusall marks in the term.

In-Person Participation — 15%

Participation will be assessed cumulatively throughout the term. Evaluation for this mark comprises all forms of interaction and communication (in class and in office hours) that contribute to the accomplishment of our learning objectives and that also uphold the class code of ethics. Note: communications about assignments, absences, or other logistical concerns do not constitute participation.

Student Absences:

If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

University policy on academic considerations are described [here](#). This policy requires that all requests for academic considerations must be accompanied by a self-attestation. Further information about academic considerations, and information about submitting this self-attestation with your academic consideration request may be found here. Please note that any academic considerations granted in this course will be determined by the instructor, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline.”

Students must familiarize themselves with the [Policy on Academic Consideration – Undergraduate Students in First Entry Programs](#). Students missing course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term without supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. December and April exams) and for practical laboratory and performance tests typically schedule during the last week of the term. Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

Students with an approved absence from an in-class test or exam will be required to write a makeup exam. Course professor or teaching assistant(s) may not be available to respond to questions during the makeup exam. Students should be aware that the make-up test will not necessarily be in the same format, be of the same duration, or cover the same material as the original test.

Course Schedule:

A tentative course schedule is outlined below. Please consult the Course Reading List on Brightspace for a complete list of assigned and recommended readings for each week.

Week	Date	Sem. Group	Topic
COURSE FOUNDATIONS: CONCEPTUALIZATION & RESEARCH			
1	9/5	-	Sex, gender and sexuality: building a foundation
2	9/12	Prof.	Data and methodological considerations for studying sex, gender, and sexual minority populations

Week	Date	Sem. Group	Topic
INTERSECTIONS OF INCLUSION & EXCULSION			
3	9/19	A	(In)visibility and marginality
4	9/26	B	Poverty and class inequality
5	10/3	C	Communities
6	10/10	D	Geography matters
-	10/17	-	No Class: Reading week
7	10/24	E	TBD (Subject to class vote)
CRITICAL FOCUS AREAS			
8	10/31	F	TBD (Subject to class vote)
9	11/7	Prof.	Conducting trauma & violence informed 2SLGBTQ research
10	11/14	G	TBD (Subject to class vote)
11	11/21	H	TBD (Subject to class vote)
KNOWLEDGE MOBILIZATION			
12	11/28	-	Knowledge Mobilization Presentations (Group 1)
13	12/5	-	Knowledge Mobilization Presentations (Group 2)

Topics marked TBD will be determined by a class vote, to be conducted via poll on Brightspace. The results of the poll will be determined September 5 (Week 1) prior to Seminar Group sign-up. The topic options for this term are:

- Allyship, solidarity, and coalition building
- Families and relationships
- Queer joy!

- Health, healthcare, and wellbeing
- Queer(ing) sociological research and methodology
- Reactionary movements and emerging threats
- Work and employment

For more details on these topics, please consult the Course Reading List where I have provided a complete list of proposed readings for each.

Artificial Intelligence:

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments and perspectives.

The use of AI tools can serve as a starting point for exploring a topic, with students expected to uphold academic integrity by appropriately attributing all sources of information and avoiding plagiarism. Essays, assignments and all seminar presentation materials should reflect the student's own thoughts and independent written work.

Students should also generate their own figures (e.g., graphs, diagrams) rather than using AI generated ones. **If you are considering incorporating AI-generated content in your Knowledge Mobilization project, this may be permissible, but please consult with me first.**

By adhering to these guidelines, students contribute to a responsible and effective learning environment that promotes critical thinking, independent inquiry and all them to produce original written contributions. The same principles also apply to the use of translation software to support writing the essays and other written assessments. **If you require support or assistance due to language barriers, please speak with me and we can work out a suitable solution.**

Academic Policies:

Please review the Department of Sociology "[Important Academic Policies](https://sociology.uwo.ca/undergraduate/courses/Academic_Policies.pdf)" document https://sociology.uwo.ca/undergraduate/courses/Academic_Policies.pdf for additional information regarding:

- Scholastic Offences
- Plagiarism
- Copyright
- Course Selection
- Absence from Course Commitments
- Missed Tests and Exams
- Religious Accommodations
- Accessibility Options
- Mental Health
- Gender-Based and Sexual Violence statement