UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

GSXS 201.01
Talking Gender and Sexuality
Fall Term 2021

COURSE OUTLINE

Instructor: Instructor Paul Meunier (he/him)
Email: pnmeunie@ucalgary.ca (please review student-instruction communication guidelines below)
Student Hours: Fridays, 11:00-12:00pm via Zoom. No in-person meetings.

Teaching Assistant: Chantal Bazinet

COURSE DELIVERY INFORMATION

This course will be hybrid. Recorded lectures will be provided asynchronously and posted on D2L. All assignments, may be completed asynchronously.

Every Monday, from 5-6 PM, there will be a non-mandatory Zoom session for students to ask questions and workshop the lecture materials. Unless otherwise scheduled by the instructor, these synchronous sessions are ***not*** opportunities to ask questions about assignments, grades, or anything other than the content of the course and the learning opportunities from the readings and lectures.

Zoom office hours are available weekly for 15-minute one-on-one sessions with the instructor. There will be occasional group Zoom sessions to discuss assignments. Discussion Threads for administrative and assessment questions are available on D2L. Please review the policies for Student-Instructor Communication in this document below.

LAND ACKNOWLEDGEMENT

The University of Calgary resides upon the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III. The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River; the traditional Blackfoot name of this place is "Moh'kins'tsis", which we now call the City of Calgary.

ii' taa'poh'to'p, the Blackfoot name of the University of Calgary's Indigenous Strategy, was bestowed and transferred in ceremony by Kainai Elder Andy Black Water on June 21, 2017. The name signifies a place to rejuvenate and re-energize while on a journey. Traditionally, these places are recognized as safe, caring, restful – and offer renewed energy for an impending journey. In a traditional naming ceremony, transitioning into the new name is a journey of transformation towards self-actualization.

PARTICIPATORY CLASSROOM PHILOSOPHY

Gender and Sexuality Studies courses (GSXS) operate according to a participatory classroom philosophy. Students will be expected to engage with each other and the instructor in a number of ways, whether in person or online, synchronous or asynchronous. Students need to be prepared for an intensive learning environment in which their ongoing participation is required. Everyone should follow our braver space model (see below). Your participation must apply the analytical frameworks that are standard to a university undergraduate experience.

We recognize that these are extraordinary times, with additional stress upon everyone. Technology helps us stay connected but also adds different pressures and expectations – and new forms of etiquette. In an in-person classroom, with rare exception, personal technology devices should only be used for note-taking and course-relevant research. If your circumstances require that you receive messages, it is helpful to inform the instructor in advance and to seat yourself somewhere where distraction to others will be at a minimum. In a synchronous online environment, we encourage students to turn on their video interface. In all environments, non-essential communication or "surfing" is in violation of the Student Code of Conduct. Asynchronous communication must be timely, detailed, and respectful. More

details are provided below, including university regulations governing academic and non-academic misconduct. GSXS instructors rely on students to follow our guidelines and respect our policies.

WELCOME FAMILIES AND FRIENDS

Gender and Sexuality Studies courses offer a welcoming environment to family – including chosen family – and friends. The rules of the Student Code of Conduct and Braver Space apply to everyone. While we expect parents and guardians to make routine child care arrangements, we also understand that emergencies and sudden disruptions to schedules arise. Therefore, we welcome the occasional visit by children, and encourage that appropriate distraction-free entertainment be provided them. A reminder that age-inappropriate material may be scheduled on the day that your child may need to attend. Noise-cancelling headphones and seating away from classroom screens is recommended. If at all possible, advise the instructor in advance so they can be prepared to support you.

Friends and chosen family members are also welcome guests, provided they adhere to the rules of the Student Code of Conduct and Braver Space. They are expected to participate in the classroom environment and to cause no distractions. If they fail to behave accordingly, they will be told to leave immediately and will not be welcome back.

CONTENT WARNING

Any course in Gender and Sexuality Studies will include topics and content that may be uncomfortable, distressing, or a reminder of personal trauma. Students are encouraged to develop personal response mechanisms that keep you safe while staying engaged. Respectful, compassionate language is required at all times – no one needs to be "shocked" into recognition of injustice. Please review the Braver Space Guidelines in this document for more information.

COURSE DESCRIPTION

GSXS 201 is an interdisciplinary and intersectional examination of the social and cultural constructions of gender and sexuality. The course uses a series of case studies involving historical events and current affairs – and may include literary examples – to discuss how ideas about gender and sexual identity shape our social systems, cultural expression, and political values. The Canadian context is emphasized.

PREREQUISITE(S)

Pre-requisites can be found here: https://www.ucalgary.ca/pubs/calendar/current/gender-sexuality-studies.html. It is the student's obligation to ensure all pre-requisites are met or waived.

COURSE OBJECTIVES AND LEARNING OUTCOMES

	Code of Conduct	Personal Intro / Reach Out	GBA+	BIT	Reading Quizzes	Lecture Responses	Media Inspiration
To gain knowledge of important forces and events that shape contemporary understandings of gender and sexuality					X	X	X
To appreciate the practical implications of a gender and sexuality lens on issues of public concern	X	X	X	X	X	X	X
To develop rigorous and self-reflective critical thinking and communication skills grounded in principles of gender and sexual studies	X	X	X	X		X	X

To refine personal learning outcomes and practical steps for their achievement	X	X					
To create a vibrant learning community based on participation, empathy, and respect	X	X	X	X			X

REQUIRED/RECOMMENDED TEXTBOOKS, READINGS AND MATERIALS

All readings are available on D2L at Content > Course Readings. Some may require additional searching either through Google or the university library catalogue. It is the responsibility of the student to secure permanent copies of the readings at the beginning of term. Due to licensing issues, a reading may not always be available to you when you want it.

Students may be asked to access public broadcasting sites such as CBC Gem, TVO, and BC Knowledge Network. All services are free and do not require an account. The university also has a number of video streaming sites with material that may be assigned.

CBC Gem:
https://gem.cbc.ca/

BC Knowledge Network
https://www.knowledge.ca/

TVO
https://www.tvo.org/documentaries

University of Calgary Video Databases (including many copyright-cleared clips):
https://library.ucalgary.ca/az.php?t=17737

University of Calgary Images Databases (including many copyright-cleared images):
https://library.ucalgary.ca/az.php?t=17736

Colourbox (copyright-cleared images and videos):
http://ezproxy.lib.ucalgary.ca/loggedin/colourbox.html

COURSE ASSESSMENT AND EVALUATION

This course uses a scaffold grading system:

	Grade Category				
Assessment	A +/-	B +/-	C +/-	D /+	F
Media Inspiration Due: December 15th	Minimum grade of B	Not Required	Not Required	Not Required	Not Required
Lecture Responses 3 Short Writing Assignments graded using a Letter scale Due: October 15th, November 5th, December 9th	2 responses with a minimum grade of B+ each. * If you achieve B+ or higher on both of the first two lecture responses, you can decide not	2 responses with a minimum grade of B- each. * If you achieve B- or higher on both of the first two lecture responses, you	1 response with a grade of B+ or higher OR 2 responses, one graded between B- to B, and one graded between C- to C+	1 response with a grade between C- to B OR 2 responses, one graded between C- to C+ and one graded between D to D+	No Lecture Responses OR Only 1 response submitted and graded below C- OR

	to complete the third as your "A" is secured.	can decide not to complete the third as your "B" is secured.	OR 3 responses graded between C- to C+	OR 3 responses graded between D to D+	Only 2 responses graded between D to D+ OR 3 responses, of which two are graded between D to D+ and one is graded F
Assessment	**A +/-**	**B +/-**	**C +/-**	**D /+**	**F**
Reading Quizzes **3 Online Quizzes graded automatically out of 30** **Due: October 13th, November 3rd, December 8th**	Grade of 28/30 or higher on two quizzes OR Grade of 25.5/30 or higher on all three quizzes OR Total number of points across all three quizzes is 77/90 * If you receive 28/30 (or higher) on the first two quizzes, you can decide not to take the third as your "A" is secured.	Grade of 26-27.5/30 on two quizzes OR Grade of 21-25/30 on all three quizzes OR Total number of points across all three quizzes is between 63-76.5/90 * If you receive 26-27.5/30 on the first two quizzes, you can decide not to take the third as your "B" is secured. Or you can attempt to raise your grade with the third quiz – your choice!	Grade of 21-25.5/30 on two quizzes OR Grade of 16.5-20.5/30 on all three quizzes OR Total number of points across all three quizzes is between 49.5-62.5/90 * If you receive 21-25.5/30 on the first two quizzes, you can decide not to take the third as your "C" is secured. Or you can attempt to raise your grade with the third quiz – your choice!	Grade between 15-16.5 on all three quizzes OR Total number of points across all three quizzes is between 45-49/90 * If you received a grade below 21 on either of the first two quizzes, then you must complete the third quiz or receive an F for this assessment	Grade below 15 on all three quizzes OR Total number of points across all three quizzes is less than 45/90 * If you received a grade below 21 on either of the first two quizzes, then you must complete the third quiz or receive an F for this assessment
Bystander Intervention **Due: December 3rd**	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	Does Not Meet Requirements
GBA+ Certification **Due: December 3rd**	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	Does Not Meet Requirements

Assessment	A +/-	B +/-	C +/-	D /+	F
Personal Intro **Due: October 1st**	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	Does Not Meet Requirements
Reach Out **Due: October 8th**	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	Does Not Meet Requirements
Student Code of Conduct **Due: October 4th**	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	If you do not complete by the deadline, your grade will automatically drop by one full letter grade.	Does Not Meet Requirements

The purpose of scaffold grading is to give you the opportunity to determine your own assessment goals and path to success. You know exactly what is expected of you at the start of the course. You can, with a few exceptions, choose your own deadlines. Rubrics are provided so you have clear direction on minimum grade standards.

Scaffold grading also provides you with the opportunity to manage your time commitment to the course, and offers numerous pathways to be automatically exempted from assessments with deadlines later in the term.

If you do not complete Bystander Intervention Training, GBA+ Certification, Personal Intro, Reach Out, or Student Code of Conduct by their deadlines, your grade will automatically drop by one full letter grade per missing assignment.

You must complete assignments by the assigned deadlines. ***Extensions are not granted*** except in cases of (a) illness, (b) personal or family emergency, or (c) Instructor agrees that extenuating circumstances that have impacted course delivery.

Your grade cannot be higher than the combined average of your Lecture Responses and Reading Quizzes. The Media Inspiration assignment is only required for students whose work in ***all other graded assignments*** meets the standards of A +/- and all Pass/Fail assignments are submitted on time. If, after all other assignments are assessed and your final grade does not meet the requirements for an A +/-, but you completed the Media Inspiration, consideration may be made to raise your final grade by one half letter.

Each Grade Category is a range, which gives the instructor discretion to assign a final grade based on the overall quality of your contributions to the course. So, to be clear, even if you meet all the requirements for the A +/- Grade Category, you may receive an A-, an A, or an A+. That decision belongs solely to the instructor and is final. Requests / demands for a higher grade will not be granted. See the Course FAQ "Grade Expectations" for more details.

See D2L > Content > Course Assessment Instructions for details on assignments.

Assessment criteria can be accessed through D2L > Content > Rubrics.

According to university guidelines, students must receive a minimum 30% of their total course grade prior to the withdrawal date (December 9th) or formal feedback based on their performance in the course. For our Scaffold Grading Scheme, that means all Reading Quizzes, Personal Intro / Reach Out, and Student Code of Conduct must be completed by their assigned deadlines.

There is no registrar-scheduled final exam in this course.

GRADING SYSTEM:

This course uses a scaffold grading system with a combination of Pass/Fail and graded work. Graded work follows the chart below. The university's Undergraduate Grading System is available here: https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html

Percentage	Letter	Usually Graded	Point	Description
96 + %	A+	97	4.0	Outstanding
90 – 95.9 %	A	92	4.0	Excellent
85 – 89.9 %	A–	87	3.7	Approaching Excellent
80 – 84.9 %	B+	82	3.3	Exceeding Good
75 – 79.9 %	B	77	3.0	Good
70 – 74.9 %	B–	72	2.7	Approaching Good
65 – 69.9 %	C+	67	2.3	Exceeding Satisfactory
60 – 64.9 %	C	62	2.0	Satisfactory
55 – 59.9 %	C–	57	1.7	Approaching Satisfactory
53 – 54.9 %	D+	54	1.3	Marginal Pass
50 – 52.9 %	D	52	1.0	Minimal Pass
0 – 49.9 %	F	0	0	Did Not Meet Requirements

Policy for All Assessments and Absences (synchronous and asynchronous)

As per the University of Calgary Calendar G.1.1., a student who is absent from an in-person assessment in a course will receive a grade of zero on the assessment. This policy will remain the same for synchronous assessments scheduled to happen during a zoom meeting, such as a class presentation. If a student communicates with the instructor and explains the circumstances around the absence, the instructor may transfer the percentage weight for the assessment to another component of the course (such as the final examination), set another assessment, or make other alternative arrangements. An instructor will normally make this decision based on the information provided by the student.

It is the student's responsibility to keep a copy of all assignments and to follow all instructions for completion and submission in case of loss by any cause.

GENDER AND SEXUALITY STUDIES PROGRAM COURSE POLICIES

Student Conduct

A Student Code of Conduct Agreement, available on D2L, is part of this course. It is a required component of the class (see "Engagement"). Expectations for course engagement are detailed in D2L, which monitors student use.

Responsibility for fulfilling the requirements for all aspects of the course resides with the student. The instructor will not give out lecture notes, repeat information, nor provide replacement copies of material provided during regular class meetings.

Group work is a normal component of a participatory classroom because it develops critical thinking and social skills. There may be a variety of assignments and engagement requirements that will demand your time and consideration of others.

Students must adhere to the Principles of Conduct, both Academic and Non-Academic, as outlined in the University of Calgary Calendar: ucalgary.ca/pubs/calendar/current/k.html

Course Technology

Details on university regulations for course technology requirements are provided on D2L.

Students are eligible for an Office 365 subscription with their U of C IT account/email with which they may install and activate the Microsoft Office program suite on up to 5 devices. They may download the Microsoft Office installation file by signing into their email online at https://office365.ucalgary.ca and selecting "Install Office Apps" from their main

Office 365 portal page. Once the Microsoft Office suite is installed, they may activate the license by signing in with their @ucalgary.ca email.

A D2L portal has been set up for this course that allows for group correspondence, course announcements, class materials, assignment submissions and grading, and other forms of communication. Students are expected to check D2L a least once a week for any updates. D2L only uses @ucalgary email addresses.

Other platforms, portals, and programs may be required to complete course work. The instructor will not require any that do not have a university license.

Web-based Delivery Expectations

This course is offered as an online/remote version only. Students are responsible for their own technological equipment (hardware, software, and connectivity) and must feel confident using a variety of programs and portals. The instructor does not provide technical support. If you are experiencing any technical issues, you must go through ucalgary.ca/it. All work must be completed using the online technologies designated by the instructor.

Failure to complete any assignments by the deadline and according to the instructions due to technological error on the student's part is not sufficient grounds for an extension or re-take, and may result in a grade of F (0).

The university uses Zoom for synchronous online course delivery. Students must create an account using their ucalgary email address. If a session requires registration or authorization and you are not logged in with your ucalgary account, you may be denied access by the system. The instructor cannot override this, the onus is on you to keep your accounts stable and secure.

Students must have the capability to stream and record audio and video.

Students are encouraged to have a back-up plan if their preferred online system is unreliable. University computer labs, public library workstations, community centres, or a personal friend / family member are possible options.

During synchronous meetings, we encourage students to turn on their video interface, and avoid distractions (including technologies and screens that are not relevant to the course) in order to facilitate group connections. At the same time, we are aware that there are circumstances that do not always make this possible. We trust students to make the right decision for themselves in keeping with the Braver Space Guidelines. Please be aware that distracted movement (even eye movement) is amplified on Zoom. The instructor may have to ask you to mute your video.

Student-Instructor Communication

Appropriate communication procedures are described in detail on D2l under Content > Course Expectations and are part of the Student Code of Conduct Agreement.

The instructor will endeavor to respond to emails within five business days of receiving the message. *If the student emails a question that is fully addressed elsewhere or should have been submitted differently, the instructor will not reply.* If you don't receive a response within five business days, it means you can find the answer yourself and are expected to do so or that you need to resubmit your query correctly.

Discussion Threads have been set up in D2L and are the preferred / priority means of communication. If you email a question that should have been posted in a Discussion Thread, the instructor will not reply.

The instructor may respond to your email query with the request that you meet online synchronously to discuss.

Please note, that the university's regular business hours are 8:30-4:30, Monday through Friday and excludes recognized holidays. See the Academic Schedule for more details:
ucalgary.ca/pubs/calendar/current/academic-schedule.html

Student Queries Regarding Grades

If you have concerns about a received grade, email the instructor and request a meeting. No re-assessment will be considered without a meeting. Only the instructor may re-assess a grade, even if the assignment was originally graded by a teaching assistant. The instructor will not re-assess any grades assessed by a teaching assistant without first discussing the grade with the assistant. Emails requesting a meeting to review the assessment will be responded to within five business days. The meeting will be scheduled according to the instructor's availability. Requests for additional assignments or a re-take will not be granted.

Before contacting the instructor, students are advised to:
- Review all rubrics, assignment instructions, and supporting documentation
- Be prepared to answer why you received the grade you did based on the materials listed above
- Review the university's policy on reassessment: https://www.ucalgary.ca/pubs/calendar/current/i.html

Braver Space Guidelines

Second-wave feminist and queer activists worked hard to strengthen group dynamics and create supportive, positive spaces. Initially, they used the terms safe space and safer space to indicate that commitment. Currently we use the term braver space. Adapted from Arao & Clemens (2013), "braver space" combines commitments to safety for each other and accountability for ourselves. We must all strive to be respectful, self-aware, and mindful of the classroom dynamic and our place in it. "Braver Space" reminds us that it takes courage to participate in meaningful discussions of important social issues, and to do so in thoughtful and considerate ways.

"Braver Space" principles recognize that everyone brings different resiliencies and capacities to a group setting. We must all bring our personal bravery into the course space and be mindful of what that means specifically to us. This does not mean sharing or participating in a way that violates personal boundaries (yours or another person's), nor cajoling others into participating in ways that are not conducive to their personal bravery.
It means *being respectful, self-aware, and mindful of the classroom dynamic and your place in it.*

Any course in Gender and Sexuality Studies will include topics and content that may be uncomfortable, distressing, or a reminder of personal trauma. Students are encouraged to develop personal response mechanisms that keep you safe while staying engaged. Respectful, compassionate language is required at all times – no one needs to be "shocked" into recognition of injustice.

Specific Actions that Contribute to Fostering "Braver Space"

Respect difference and diversity while welcoming thoughtful, critical debate and discussion. No one person's right to their beliefs may supersede another person's right to security and dignity.

If you need to temporarily remove yourself from a course discussion, do so with minimal disruption to your peers.

When in a course dedicated to social justice education, difficult issues will be raised and conflict is likely to happen. That is part of a healthy, dynamic, questioning space of learning and discovery. You are encouraged to hold on to your own personal beliefs, but recognize that there will be differences of opinion and experience.

A university course holds high standards of research, evidence, and analytical proof. Students need to engage attentively, respectfully, and critically with the evidence provided in class lectures, readings, discussions, and other materials. While experience is a valid form of evidence, its weight beyond the personal is dependent upon numerous factors in keeping with academic research standards.

Developing a critical gender and sexuality lens is a continual process, and everyone is at a different point on their personal journey. Individuals make mistakes. Our assumption in this course is that we are all moving forward with our best intentions. If someone says something that may be construed to be problematic, we will raise questions and/or concerns about the language, not about the person. This is a space where we call people in; we do not call people out.

Make an effort to speak from the position of "I" (not the generalized "you" or "people") and to clarify any statements you make, using verifiable evidence. Making a sweeping judgment on a class or group of people is unacceptable.

If you feel any materials may cause you distress, you are encouraged to speak with the instructor and/or to take measures to ensure your continued engagement in the course. You will not be exempt from any assigned work.

Be mindful of how you introduce and discuss issues that may be potentially traumatic for others. Avoid "shock" language, emphasize evidence, provide context, and explain why you are raising the issue.

Do not make assumptions about other people's identities and life experiences. That includes (but is not limited to) race, gender, sexuality, physical or cognitive ability, mental and emotional well-being, spirituality or religiosity, age, citizenship status, and reproductive capabilities.

Recognize that language is a powerful tool in social justice education. It also changes as new issues and greater clarity develop. If you need to correct language use, do so respectfully; if you are corrected, accept that correction respectfully. If you are respectfully asked about your general or self-identification, provide a succinct and respectful explanation.

Address people using the gender pronouns they have indicated for themselves. If it is workable for you, share your gender pronouns with others to make it a braver space to talk about gender pronouns. Some gender pronouns include, but are not limited to:

- o they/them/theirs
- o she/her/hers
- o ze/hir/hirs
- o he/him/his
- o ey/em/eirs

Until someone has shared their pronoun choice, address them without assuming their gender. If someone has not stated their gender identity or preferred pronoun, refer to them in gender-neutral ways such as "the person who said…" Don't refer to groups as guys, ladies, women, men, etc. Instead, use gender-neutral terms like "folks," "all," "everyone," etc.

If you are unsure about any aspect of a person's identity and how they would prefer to be addressed *and it is necessary for you to directly reference their identity*, ask respectfully. This can apply to Indigeneity, race or ethnicity, faith or spirituality, physical or mental ability, or other vectors of their identity.

Respect your own and others' physical, mental, and emotional boundaries. Please speak up in a respectful way if you are uncomfortable, seek support if you want/need it, and engage in self-care as required, while still maintaining your commitment to the participatory classroom.

Review and adhere to the Student Code of Conduct as it aligns and overlaps with Braver Space in many important ways.

If you feel that you need more support than can be provided by the course or the instructor, you are encouraged to take advantage of some of these resources:

- *SU Student Wellness Services*
  ucalgary.ca/wellnesscentre 403-210-9355 / 403-266-4357
- *Alberta Mental Health Help Line*
  albertahealthservices.ca/findhealth/Service.aspx?id=6810&serviceAtFacilityID=1047134 1-877-303-2642
- *Calgary Communities Against Sexual Abuse Hotline*
  calgarycasa.com 403-237-5888

Trained peer supporters are also available on campus at these locations:

- *Women's Resource Centre*
https://www.ucalgary.ca/student-services/womens-centre/home
4th Floor, MacEwan Student Centre, in The Loft
- *Q Centre for Gender and Sexual Diversity*
su.ucalgary.ca/programs-services/student-services/the-q-centre
2nd Floor, MacEwan Hall, near The Den
- *Faith and Spirituality Centre*
https://www.ucalgary.ca/student-services/faith-spirituality
3rd Floor, MacEwan Student Centre
- *Writing Symbols Lodge*
https://www.ucalgary.ca/student-services/writing-symbols/home
3rd Floor, MacEwan Student Centre

For more resources, you are encouraged to consult the Campus Mental Health Strategy:
ucalgary.ca/mentalhealth

If you have a serious concern about the instructor's conduct, you may speak in full confidence to the Department of Philosophy phildept@ucalgary.ca. Please note, the Gender and Sexuality Studies program is administered by the Department of Philosophy.

About the Gender and Sexuality Studies Program

The Gender and Sexuality Studies Program offers Major, Minor, and Honours undergraduate degrees. Housed in the Department of Philosophy, the program is dedicated to offering students a feminist social justice classroom where we can bravely explore issues relating to gender and sexual equity and diversity from many perspectives. For more information, contact the program coordinator (gsxs@ucalgary.ca) and check out our listing on the Faculty of Arts website: https://arts.ucalgary.ca/philosophy/future-students/undergraduate/programs/gender-and-sexuality-studies.

The University of Calgary has a number of student clubs dedicated to gender and sexual equity and diversity. Check out Clubs Week every term and review volunteer and leadership opportunities here: https://www.su.ucalgary.ca/programs-services/students-union-clubs/

The Gender and Sexuality Studies program is administered by the Department of Philosophy. The Program Coordinator is Joe Kadi (jkadi@ucalgary.ca / gsxs@ucalgary.ca). The Head of the Department of Philosophy is Nicole Wyatt (nicole.wyatt@ucalgary.ca).

The Gender and Sexuality Studies program was recently renamed. Previous courses under Women's Studies (WMST) are recognized for any anti/pre-requisites.

DEPARTMENTAL, FACULTY, AND UNIVERSITY INFORMATION

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies and procedures. The student accommodation policy can be found at https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf.

Students needing an Accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their instructor.

Time limit and extended deadline accommodations can be set by D2L. Therefore it is imperative that students provide instructors with the appropriate documentation at the beginning of term.

Absence or Missed Course Assessments

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

Student Support and Resources

Full details and information about the following resources can be found at ucalgary.ca/Registrar/registration/course-outlines
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Academic Advising

If you are a student in the Faculty of Arts, you can speak to an academic advisor in the Arts Students' Centre about course planning, course selection, registration, program progression and more. Visit the Faculty of Arts website at https://arts.ucalgary.ca/current-students/undergraduate/academic-advising
 for contact details and information regarding common academic concerns.

If you have questions regarding registration, please email Courtenay Canivet (Undergraduate Program Administrator phildept@ucalgary.ca).

You may find answers to your more specific questions about a degree in Gender and Sexuality Studies at the University Calgary at https://arts.ucalgary.ca/gsxs or contact the Coordinator of the GSXS Program, Joe Kadi at gsxs@ucalgary.ca.

Writing Assessment and Support

The assessment of all written assignments—and, to a lesser extent, written exam responses—is based in part on writing skills. This includes correctness (grammar, punctuation, sentence structure, etc.), as well as general clarity and organization. Research papers must include a thorough and accurate citation of sources. Students are also encouraged to use Writing Support Services for assistance (one-on-one appointments, drop-in support and writing workshops). For more information, and other services offered by the Student Success Centre, please visit ucalgary.ca/ssc.

Required Technology

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and hybrid courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates
- A current and updated web browser
- Webcam (built-in or external)
- Microphone and speaker (built-in or external), or headset with microphone
- Current antivirus and/or firewall software enabled
- Broadband internet connection

Responsible Use of D2L

Important information and communication about this course will be posted on the course shell available at d2l.ucalgary.ca, UCalgary's online learning management system. Visit https://ucalgary.service-now.com/it for how-to information and technical assistance.

All users of D2L are bound by the guidelines on the responsible use of D2L posted here: https://elearn.ucalgary.ca/commitment-to-the-responsible-use-of-d2l/. The instructor may establish additional specific course policies for D2L, Zoom, and any other technologies used to support remote learning. Instructional materials, including audio or video recordings of lectures, may not be posted outside of the course D2L site. Students violating this policy are subject to discipline under the University of Calgary's Non-Academic Misconduct policy.

Media Recording

Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf.

Academic Misconduct/Honesty

Cheating or plagiarism on any assignment or examination is as an extremely serious academic offense, the penalty for which will be an F on the assignment or an F in the course, and possibly a disciplinary sanction such as probation, suspension, or expulsion. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at ucalgary.ca/pubs/calendar/current/k.html.

Intellectual honesty requires that your work include adequate referencing to sources. Plagiarism occurs when you do not acknowledge or correctly reference your sources. If you have questions about referencing, please consult your instructor.

University Policies

The Instructor Intellectual Property Policy is available at ucalgary.ca/policies/files/policies/Intellectual%20Property%20Policy.pdf

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act, as outlined at ucalgary.ca/legalservices/foip. The instructor (or TA) must return graded assignments *directly* to the student UNLESS written permission to do otherwise has been provided.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf) and requirements of the copyright act (laws-lois.justice.gc.ca/eng/acts/C-42/index.html).