



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

GSXS 303.5 Lec 1
Topics in Feminism (Gender and Global Movements)
Winter 2022
MWF 10:00 - 10:50 ONLINE Hybrid Delivery
COURSE OUTLINE

Instructor Name: Dr. Elahe Nezhadhossein
Email: Elahe.Nezhadhossein@ucalgary.ca
Office: -
Office Hours: By appointment (via Zoom)
Office Phone: -

COURSE DELIVERY INFORMATION

Hybrid. Synchronous meeting times are on the weekly schedule section. You do not have to participate in synchronous lectures as I will record and upload them on D2L and they will be available for students any time.

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.

COURSE DESCRIPTION

Explores key issues related to gender and activism, including relevant related issues in gender, sexuality, race, culture and others.

PREREQUISITE(S)

No prerequisite(s). <https://www.ucalgary.ca/pubs/calendar/current/gender-sexuality-studies.html>

COURSE OBJECTIVES/LEARNING OUTCOMES

In our participatory classroom, students will be expected to engage in a number of ways. No student will be placed in an inappropriate or risky situation, and all students are encouraged to bring their "braver space" intentions.

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. When in a synchronous online environment, we encourage students to turn on their video interface. 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.

CONTENT WARNING

Some of the materials and topics in this class may include explicit written or audio-visual content (violence, sexuality, objectionable or illegal conduct). If these materials make you uncomfortable, you are encouraged to speak with the instructor. You will not be exempt from any assigned work but we will work together to accommodate your concerns. This class respects difference and diversity while welcoming thoughtful, critical debate and discussion.

REQUIRED/RECOMMENDED TEXTBOOKS, READINGS AND MATERIALS

Required material for each week can be found on the weekly schedule and are accessible on D2L.

COURSE ASSESSMENT AND EVALUATION

Participation – 30% (5% each)

Critical Evaluation of Website – 40% (20% each)

Final Presentation— 30%

Participation:

You are supposed to participate in this discussion by discussing at least one of the topic questions. try to use your knowledge from the material that you have read so far and also write your own analysis/opinions. Responses should be about 400-500 word each. Pick one or two questions from this list of questions and answer them based on (or in relation to) the reading of the week by the end of the assigned week:

1. This reading resonates with me; why?
2. This reading does not resonate with me; why?
3. This argument is weak/problematic; why?
4. I would have explored this issue differently; why?
5. I suspect there may be an important point here, but I can't find it. Can anyone help?
6. The text is a product of its period; it is/is not relevant today because . . .
7. The writer has chosen this form/this kind of language because . . .
8. Overall, I agree with the position presented because . . .
9. Overall, I disagree with the position presented because . . .
10. I find this proposition a mixed bag – some of it I like and other parts I don't like at all: Does this tell me anything about the proposition; or anything about myself?

Every discussion post is open for one whole week and has a due date. If you miss a due date for a discussion post, please DO NOT EMAIL me for asking for an extension. Participation should be done at the designated time and there is no point to do it afterward; so there will be no way to make up for a missed participation assignment.

Due date:

Discussion post 1: Due date: **January 21**
Discussion Post 2: Due date: **January 28**
Discussion Post 3: Due date: **February 4**
Discussion Post 4: Due date: **February 18**
Discussion Post 5: Due date: **March 4**
Discussion Post 6: Due date: **March 18**

Critical Evaluation of Website:

This assignment entails the student picking two websites that is dedicated to discussion of some aspect of Gender and/or feminism covered in our course materials, and evaluating the website critically, using the theories from our course materials. The student will write two 850-1000 words papers, which will evaluate the site for effectiveness, inclusiveness, and if it has a global perspective. This assignment is worth 40% of the final grade (20% each paper). This paper will, like all written assignments, follow proper citation style (MLA or APA are acceptable).

Your paper will have a title page, be type-written, double spaced, with 12-point font, and normally accepted margins. You must cite at least 2 course materials in your papers. Details about and questions for this assignment are in the weekly schedule of the syllabus.

Due dates:

First Critical Evaluation of Website Paper: **February 11th, (before midnight).**

Second Critical Evaluation of Website Paper: **March 11th, (before midnight).**

Final Presentation

For the final presentation students will create a 15-slide narrated power point presentation (1 slide will be the title page slide and last slide will be the works cited list). The presentation will discuss/reflect on what they have learned/unlearned in the course, and cite at least 4 course materials (the textbook being 1) that have been the most influential in these processes. Images and text should be used to create a visually appealing and informative presentation.

PowerPoints files (no link or any other format files) must be uploaded to the D2L site (Discussion Board).

Details and questions are in the weekly schedule of the syllabus.

Due on April 12th (before midnight).

Weekly Schedule

In this course, each week has three sessions. On **Mondays** we have our lectures (either synchronous or asynchronous). On **Wednesdays** you have a video/movie/documentary to watch (the links are on the weekly schedule for each week). On **Fridays** you need to submit your discussion posts or papers for Critical Evaluation of a Website (except for the Fridays of weeks that we have no due dates for any assignments. For example week 1 or 2).

- Lectures will be uploaded every week and will be available for students at any time (I will record the synchronous lectures and will upload them as well).
- The first half of the semester (first 6 weeks; until the semester break) lectures will be asynchronous. And the second half of the semester we will have synchronous lecture sessions on Mondays. The Zoom links for synchronous sessions will be posted on D2L (announcement/news section), one day before the sessions.

Week 1

Jan 10, 12, 16

Gender and social movements (gender based and non-gender based SMs)

Required Material(s):

- Einwohner, R., J. Hollander, and T. Olson. 2000. Engendering social movements: Cultural images and movement dynamics. *Gender & Society* 14.5: 679–699.

Suggestions for additional readings:

Gender and Social Movements. Anna Chatillon, Verta Taylor

Hurwitz, H. M., and A. D. Crossley. 2019. Gender and social movements. In *The Wiley Blackwell companion to social movements*. Edited by D. A. Snow, S. A. Soule, K. Hanspeter, and H. J. McCammon, 537–552. Oxford: Wiley Blackwell.

Reger, J. 2018. Gender in movements. In *Handbook of the sociology of gender*. Edited by B. J. Risman, C. M. Froyum, and W. J. Scarborough, 537–548. New York: Springer.

Taylor, V. 1999. Gender and social movements: Gender processes in women's self-help movements. *Gender & Society* 13.1: 8–33.

Zemlinskaya, Y. 2010. Social movements through the gender lens. *Sociology Compass* 4.8: 628–641.

Movie/video/documentary:

<https://www.youtube.com/watch?v=BrtIPmn1rnM>

Week 2

Jan 17, 19, 21

Local movements and Global movements

Required Material(s):

- Ghorashi, H., & Tavakoli, N. (2006). Paradoxes of transnational space and local activism: Iranians organizing across borders. *Focaal*, 2006(47), 90–102.

Suggestions for additional readings:

Staggenborg, S. (2012). *Social movements*. Oxford University Press, USA.

Castells, M. (2012). *Networks of outrage and hope: Social movements in the Internet age*. John Wiley & Sons.

Movie/video/documentary:

<https://www.pbs.org/newshour/show/online-social-movements-translate-offline-results>

Assignment due on Friday:

Discussion Post 1

Week 3

Jan 24, 26, 28

Culture, Politics and Movement Tactics

Required Material(s):

- Bayat, A. (2007). A women's non-movement: What it means to be a woman activist in an Islamic state. *Comparative Studies of South Asia, Africa and the Middle East*, 27(1), 160– 172.

Suggestions for additional readings:

Bayat, A. (2013). *Life as politics: How ordinary people change the Middle East*. Stanford University Press.

Movie/video/documentary:

<https://www.youtube.com/watch?v=RgOZvywJYxY>

Assignment due on Friday:

Discussion Post 2

Week 4

Jan 31, Feb 2, 4

Gender, Media, And Movements

Required Material(s):

- Dastgeer, S., & Gade, P. J. (2016). Visual framing of Muslim women in the Arab Spring: Prominent, active, and visible. *International Communication Gazette*, 78(5), 432–450.

- Sisco, T., & Lucas, J. (2015). "Flawed Vessels" Media framing of feminism in the 2008 presidential election. *Feminist Media Studies*, 15(3), 492–507.

Suggestions for additional readings:

Ashley, L., & Olson, B. (1998). Constructing reality: Print media's framing of the women's movement, 1966 to 1986. *Journalism & Mass Communication Quarterly*, 75(2), 263–277.

Movie/video/documentary:

<https://www.youtube.com/watch?v=0g0QV79WMow&t=3s>
<https://www.youtube.com/watch?v=lv3W6C3JBLY&t=11s>

Assignment due on Friday:

Discussion Post 3

Week 5

Feb 7, 9, 11

Gender, Intersectionality and Movements

Required Material(s):

- Walby, S. (2018). The concept of inclusive economic growth. *Soundings*, 68(68), 138–156.

Suggestions for additional readings:

Walby, S. (2015). *Crisis*. John Wiley & Sons.

Hooks, B. (2000). *Feminist theory: From margin to center*. Pluto Press.

Moghadam, V. M. (1999). Revolution, religion, and gender politics: Iran and Afghanistan compared. *Journal of Women's History*, 10(4), 172–195.

Mohanty, C. (1988). Under Western eyes: Feminist scholarship and colonial discourses. *Feminist review*, 30(1), 61–88.

Moghadam, V. M. (1992). Patriarchy and the politics of gender in modernising societies: Iran, Pakistan and Afghanistan. *International Sociology*, 7(1), 35–53.

<https://www.awid.org/news-and-analysis/we-need-anti-colonial-intersectional-feminist-climate-justice-movement>

Movie/video/documentary:

Take Me to Prom. Produced and directed by Andrew Moir. CBC Television and Hands Up Films. 2019 (See link on our D2L site)

<https://www.shortoftheweek.com/2020/06/06/take-me-to-prom/>

Assignment due on Friday:

Critical Evaluation of Website:

This assignment entails the student picking a website that is dedicated to discussion of some aspect of gender or feminism covered in our course, and evaluating the website critically. You must use at least 2 different course materials listed in the syllabus in your paper and properly cite them. These materials have to be primary sources, meaning texts we have read or films we have watched (not

course notes, or lectures, or power point presentations). If you choose to use any non-primary sources, they must be in addition to the three primary sources, and must also be cited.

The essay will be approximately 850 - 1000 words, and will evaluate the site for effectiveness, inclusiveness and if it has a global perspective. This paper is worth 20% of the final grade. This paper will, like all written assignments, use proper academic citations. It must have a title page, a bibliography, be type-written, double-spaced, with 12-point font, and conventionally accepted margins.

Questions you should answer in this evaluation:

Who/What organization created this website? Do you think they are credible? Why/why not?

Does this website communicate effectively with its intended audience? Who is the audience? What information is it trying to convey?

How inclusive is the website? Does it address with a wide range of identities? Is it accessible to people with a wide range of abilities? How might people be excluded?

How can I relate various topics we have discussed so far this term to the content of this website?

Would I recommend this website to my friends? Why or why not?

Due Date: February 11th before midnight

I will be deducting late penalties of 5% per day for late assignments. If you know that your assignment will be late, you must come to me AHEAD of the due date to arrange for an extension. Extensions will not go beyond three days.

Here are some examples of websites that you could evaluate:

<https://www.heforshe.org/en>

<https://www.unwomen.org/en>

<https://www.awid.org/>

<https://www.globalfundforwomen.org/>

Week 6

Feb 14, 16, 18

Reproductive Rights Movements

Required Material(s):

- <https://www.actioncanadashr.org/sites/default/files/2019-06/advancing-canadas-global-leadership-on-SRHR.pdf>
- Infertility around the globe: new thinking on gender, reproductive technologies and global movements in the 21st century. Marcia C. Inhorn¹, and Pasquale Patrizio.

Suggestions for additional readings:

Reproductive Rights As Human Rights: Women of Color and the Fight for Reproductive Justice Luna, Zakiya. New York: New York University Press; 2020

Movie/video/documentary:

<https://www.youtube.com/watch?v=GJzDDIAqkKU&t=527s>

Assignment due on Friday:

Discussion Post 4

Week 7 Semester Break

***Starting from this week, we will have Synchronous sessions on Mondays. The Zoom link for the session will be posted on D2L (announcement/news section), every week.**

Week 8

Feb 28, March 2, 4

Globalization and Feminist Movements

Required Material(s):

- Integrating Equality: Globalization, Women's Rights, and Human Trafficking¹. Seo-Young Cho. The German Institute for Economic Research-DIW Berlin

*We will have a guest speaker for our synchronous session for this week. Dr. Alexandra Alisauskas will have a presentation regarding library research and citation which can help you regarding your assignments and citation in this course and all through your education.

Suggestions for additional readings:

della Porta, D., & Tarrow, S. (2005). Transnational Protest and Global Activism: People, Passions.

Kerton, S. (2012). Tahrir, here? The influence of the Arab uprisings on the emergence of Occupy. *Social Movement Studies*, 11(3-4), 302-308.

Chatterji, M. (2013). The globalization of politics: From Egypt to India. *Social Movement Studies*, 12(1), 96-102.

Conway, J. (2011). Activist knowledges on the anti-globalization terrain: transnational feminisms at the World Social Forum. *Interface: a journal for and about social movements*, 3(2), 33-64.

Michaelsen, M. (2018). Exit and voice in a digital age: Iran's exiled activists and the authoritarian state. *Globalizations*, 15(2), 248-264.

Rauch, J., Chitrapu, S., Eastman, S. T., Evans, J. C., Paine, C., & Mwesige, P. (2007). From Seattle 1999 to New York 2004: A longitudinal analysis of journalistic framing of the movement for democratic globalization, 131-145.

https://psu.instructure.com/courses/1806443/pages/110-gender-and-globalization?module_item_id=21024625

Movie/video/documentary:

<https://www.youtube.com/watch?v=Bc2wVyl8RLI>

Assignment due on Friday:

Discussion Post 5

Week 9

March 7, 9, 11

Controversy over International Prostitution and Sex Trafficking

- Stopping the Traffic in Women: Power, Agency and Abolition in Feminist Debates over Sex Trafficking. Miriam, Kathy. Oxford, UK and Malden, USA: Blackwell Publishing Ltd. Journal of social philosophy, 2005-03, Vol.36 (1), p.1-17
- Lopez, Susan. et al., "Who're You Calling a Whore?: A Conversation with Three Sex Workers on Sexuality, Empowerment, and the Industry." In Yes Means Yes! Visions of Female Sexual Power & a World Without Rape. Eds. Jaclyn Friedman and Jessica Valenti (New York: Seal, 2008), 273-286.
- JJ. "We Speak for Ourselves: Anti-Colonial and Self-Determined Responses to Young People Involved in the Sex Trade." In Selling Sex: Experience, Advocacy, and Research on Sex Work in Canada. Eds. E. Van Der Meulen, E. Dursin, and V. Love. (Vancouver: UBC Press, 2013), 74-81.

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Suggestions for additional readings"

The industrial vagina : the political economy of the global sex trade. Sheila Jeffreys. London ; New York : Routledge; 2009

Video

Buying Sex. Dir. Theresa MacInnes, Kent Nason, Annette Clarke. National Film Board of Canada, 2013
https://www.nfb.ca/film/buying_sex/

Critical Evaluation of Website:

This assignment entails the student picking a website that is dedicated to discussion of some aspect of gender or feminism covered in our course, and evaluating the website critically. You must use at least 2 different course materials listed in the syllabus in your paper and properly cite them. These materials have to be primary sources, meaning texts we have read or films we have watched (not course notes, or lectures, or power point presentations). If you choose to use any non-primary sources, they must be in addition to the three primary sources, and must also be cited.

The essay will be approximately 850 - 1000 words, and will evaluate the site for effectiveness, inclusiveness and if it has a global perspective. This paper is worth 20% of the final grade. This paper will, like all written assignments, use proper academic citations. It must have a title page, a bibliography, be type-written, double-spaced, with 12-point font, and conventionally accepted margins.

Questions you should answer in this evaluation:

Who/What organization created this website? Do you think they are credible? Why/why not?

Does this website communicate effectively with its intended audience? Who is the audience? What information is it trying to convey?

How inclusive is the website? Does it address with a wide range of identities? Is it accessible to people with a wide range of abilities? How might people be excluded?

How can I relate various topics we have discussed so far this term to the content of this website?

Would I recommend this website to my friends? Why or why not?

Due Date: March 11th, before midnight

I will be deducting late penalties of 5% per day for late assignments. If you know that your assignment will be late, you must come to me AHEAD of the due date to arrange for an extension. Extensions will not go beyond three days.

Here are some examples of websites that you could evaluate:

<https://www.heforshe.org/en>

<https://www.unwomen.org/en>

<https://www.awid.org/>

<https://www.globalfundforwomen.org/>

Week 10

March 14, 16, 18

Global Gender and Sexual Justice

Required Material(s):

- Laila Malik. "We need an anti-colonial, intersectional feminist climate justice movement." Association for Women's Rights in Development. October 3, 2019
<https://www.awid.org/news-and-analysis/we-need-anti-colonial-intersectional-feminist-climatejustice-movement>

Suggestions for additional readings:

Rose Minutaglio. "How a Chilean Chant Became the World's Most Powerful Feminist Anthem." Elle Magazine. February 2020.
<https://www.elle.com/culture/career-politics/a30858742/las-tesis-chilean-chant-feminist-anthem/>

"Advancing Canada's global leadership on sexual and reproductive health and rights." Future Planning Initiative. April 2019.
<https://www.actioncanadashr.org/sites/default/files/2019-06/advancing-canadas-global-leadership-on-SRHR.pdf>

<https://gracejisunkim.wordpress.com/2019/12/11/gender-justice-must-be-part-of-climate-justice/>

<https://www.youtube.com/watch?v=zWw7lQlYWns>

Movie/video/documentary:

<https://www.youtube.com/watch?v=IMpoFXW6SeE>

Assignment due on Friday:

Discussion Post 6

Week 11

March 21, 23, 25

Gender based Movements and funding support

Required Material(s):

- Dominique Masson (2012) Changing State Forms, Competing State Projects: Funding Women's Organizations in Quebec, Studies in Political Economy, 89:1, 79-103

- Beres, M. A., Crow, B., & Gotell, L. (2009). The perils of institutionalization in neoliberal times: Results of a national survey of Canadian sexual assault and rape crisis centres. *Canadian Journal of Sociology (Online)*, 34(1), 135–164.

Suggestions for additional readings:

Kretschmer, K., and D. S. Meyer. 2014. Organizing around gender identities. In *The Oxford handbook of gender and politics*. Edited by G. Waylen, K. Celis, K. Kantola, and S. L. Weldon, 390–410. New York: Oxford Univ. Press.

Movie/video/documentary:

<https://www.youtube.com/watch?v=ibWJO02nNsY>

Week 12
March 28, 30, April 1
Violence Against Women

Required Material(s):

- Worden. (2012). *The unfinished revolution voices from the global fight for women’s rights*. Policy Press. chapters 18.19.20

Movie/video/documentary:

https://www.youtube.com/watch?v=IINP__bW-o0

<https://www.youtube.com/watch?v=c6gnBD0LBIU>

Week 13, and 14
April 4, 6, 8, 11
Global Womanhood and the International Women’s Movement

Required Material(s):

- Worden. (2012). *The unfinished revolution voices from the global fight for women’s rights*. Policy Press. chapters 1-2

Movie/video/documentary:

<https://www.youtube.com/watch?v=pHdNkpT954U&t=28s>

Assignment due:

Week 14 Final Presentation

Final Presentation:

For this presentation you are required to create a 15-slide, narrated power point. The first slide will be a “cover page”, and the final slide will be dedicated to your works-cited list. The other 13 slides will

contain text and images explaining your take-aways from this course. They will highlight the things you have learned and/or unlearned through the readings/films/discussions featured in the course.

You should think about how you have connected the course material to your life and the things you experience around you every day. For example: Do you encounter these things in a different way? Why or why not? Do you have new questions that you wish to investigate? How can you connect things you've read/seen in this course with other courses you've taken?

Be creative, and have fun with this!

Again, the assignment will be graded on content and style. Proper academic citation style must be used and the rules of academic integrity always apply.

Due Date: April 12th before midnight.

GSXS GRADING SYSTEM:

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

GENDER AND SEXUALITY STUDIES PROGRAM COURSE POLICIES

GENDER AND SEXUALITY STUDIES COURSE CONDUCT

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”). Students are expected to attend class regularly. They must come prepared and ready to work.

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

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

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).

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 at 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. Students must have the capability to stream video.

Students must be able to edit files in Google Docs and Google Slides.

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.

Student-Instructor Communication

Appropriate communication procedures are described in detail in the Student Code of Conduct Agreement. The instructor's preferred means of communication is first by scheduled office hours, then by a pre-arranged meeting time (only if the professor's office hours conflict with another course), and then by email.

The instructor will endeavor to respond to emails within three business days of receiving the message. *If the student emails a question that is fully addressed by the syllabus, Student Code of Conduct, or posted on D2L, the instructor will not reply.* If you don't receive a response within three business days, you can likely find the answer yourself. The instructor may respond to your email query with the request that you meet 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

IMPORTANT PROGRAM, DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION

Gender and Sexuality Studies Program Course Policies

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.

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

A university classroom holds high standards of research, evidence, and analytical proof. Students need to listen attentively, respectfully, and critically to the evidence provided in class lectures, readings, discussions, and other materials.

Some of the materials and topics may include explicit content (violence; sexuality; profanity; blasphemy; objectionable or illegal conduct). If you feel any materials may cause you distress or severe discomfort, you are encouraged to speak with the professor and/or to take measures to ensure that you feel braver in the classroom. You will not be exempt from any assigned work, but we will work together to accommodate your concerns.

If you feel that you need more support than can be provided by the classroom 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:

- *Women's Resource Centre*
ucalgary.ca/women 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*
ucalgary.ca/fsc 3rd Floor, MacEwan Student Centre
- *Writing Symbols Lodge*
- <https://live-ucalgary.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.

Braver Space Guidelines

“Braver Space” principles recognize that everyone brings different resiliencies and capacities to a group setting. We must all bring our personal bravery into the classroom 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.*** Some guidelines include:

- Do not make assumptions about other people’s identities and life experiences. That includes (but is not limited to) race, gender, sexuality, physical 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.
- Becoming self-aware is a continual process, and everyone is at a different point on their personal journey. Individuals make mistakes. Our assumption in this classroom 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.
- 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 and experience. Making a sweeping judgment on a class or group of people is unacceptable.
- Address people without assuming their gender. Some ways to do this:
 - Don’t refer to groups as guys, ladies, women, men, etc. Instead, use gender-neutral terms like “folks,” “all,” “everyone,” etc.
 - Refer to individuals whose gender has not been disclosed to you in gender-neutral ways such as “the person who said...”
- Address people using the gender pronouns they have indicated for themselves. Offer your gender pronouns to others to make it a braver space to talk about gender pronouns. Some gender pronouns include, but are not limited to:
 - they/them/theirs
 - she/her/hers
 - ze/hir/hirs
 - he/him/his
 - ey/em/eirs
- Similarly, if you are unsure about any aspect of a person’s identity and how they would prefer to be addressed, ask respectfully. This can apply to Indigeneity, race or ethnicity, faith or spirituality, physical or mental ability, or other vectors of their identity. When speaking in more general terms, if you are corrected, accept the correction graciously. If you are questioned about your choice of general or self-identification, provide a succinct and respectful explanation.
- Provide discrete and succinct content warnings if you will be talking about topics that may be traumatic for some and the content is not already apparent. Examples of such topics include abuse, violence, addiction, suicide, mental health, transphobia/homophobia/other forms of discriminatory behaviours. An example of wording could be, “Please note that there will be (x) content in my discussion.”

- 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 and focus on the participatory classroom.

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: arts.ucalgary.ca/gsxs.

The University of Calgary has a number of student clubs and campus centres dedicated to issues of gender and sexual equity and diversity.

Consent Awareness and Sexual Education Club
Faith and Spirituality Centre
Writing Symbols Lodge
Queers on Campus
Q: The SU Centre for Gender and Sexual Diversity
Women in Leadership Club
Women's Resource Centre
Women's Studies and Feminism Club

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

Effective July 1, 2021, the program's name was changed from Women's Studies (WMST) to Gender and Sexuality Studies (GSXS). This will not affect your degree or course standing. If you have any questions, ask your instructor or the program coordinator.

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 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: 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.

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/current-students/student-services

- 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.

For questions specific to the philosophy program, please visit arts.ucalgary.ca/philosophy. Further academic guidance is available by contacting Jeremy Fantl (Undergraduate Program Director, jfantl@ucalgary.ca) or David Dick (Honours Advisor, dgdick@ucalgary.ca). General inquiries may be sent to 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/gsx> or contact the Coordinator of the GSXS Program, Joe Kadi at jkadi@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.

Responsible Use of D2L

Important information and communication about this course will be posted on D2L (Desire2Learn), 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).

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).