



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

GSXS 401.9 Lec 01
Special Topics: Health and Social Context
Winter term 2022
T/R 2:00 to 3:15 p.m.

COURSE OUTLINE

Instructor Name: Joe Kadi

Email: jkadi@ucalgary.ca

Office Hours: Thursdays 12:30 to 1:30 or by appointment, in person in Social Science 1206 or over zoom.

Please review student-instruction communication guidelines below.

COURSE DELIVERY INFORMATION

We are meeting in person, Taylor Institute 120, Tuesdays and Thursdays 2:00 to 3:15 p.m. This is the plan as of December, 2021: if anything changes, all students will be notified via email.

TERRITORIAL 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 INFORMATION

Course description:

<https://phil.ucalgary.ca/manageprofile/courses/w22/GSXS401.9?destination=profiles%2F120-105473>

PREREQUISITE(S)

It is the student's obligation to ensure all pre-requisites are met or waived. Pre-requisites are provided in the calendar's course descriptions:

<https://phil.ucalgary.ca/manageprofile/courses/w22/GSXS401.9?destination=profiles%2F120-105473>

COURSE OBJECTIVES and LEARNING OUTCOMES

Our focus is on gender, race, disability and health, moving from the personal to the planetary.

We will be engaging in this course during a global pandemic, which has laid bare political and social dimensions of issues pertaining to health and wellbeing. Our course of study begins with the pandemic, and moves outward from there. Following the patterns set by feminist health activists in the 1970s, we will gain an accurate knowledge base, and the ability to think holistically, about several important, related questions: What is health, what is wellbeing, and how are issues of disability central to these questions? What political, social, and environmental issues pertain to health? In what ways are planetary and personal health linked? Why is it necessary to understand environmental issues in order to understand personal health?

Our approach will necessarily be interdisciplinary, holistic, and intersectional.

We will work toward these goals:

- Gain an accurate knowledge base about health as it relates to race, disability, and gender.
- Gain an accurate knowledge base pertaining to planetary health and individual health.
- Consider issues of planetary health, and the ways it links with personal health.
- Understand health, healing, disability, wellbeing, and wholeness from feminist perspectives.
- Understand feminist health activism.
- Strengthen/deepen our critical/holistic thinking skills.
- Work to establish a vibrant learning community based on respect and support.
- Work together as co-creators of knowledge and understanding.

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 working synchronously, asynchronously, or in person. Students need to be prepared for an intense learning environment, which may result in feelings of discomfort and vulnerability. In addition, all students are expected to work from our braver space model, and to apply analytical frameworks in keeping with the standards of a university undergraduate experience.

We recognize that these are extraordinary times, with additional stress upon everyone. We ask that communication be done in a timely, detailed, and respectful fashion. We also ask that students familiarize themselves with the details outlined in this course outline, including university regulations governing academic and non-academic misconduct. Lastly, 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 TEXTBOOKS, READINGS AND MATERIALS

Required textbook: *Kindling: Writings on the Body*. By Aurora Levins Morales. Palabrera Press, Cambridge. 2013. Available through University bookstore.

Other resources will be available through D2L.

COURSE ASSESSMENT AND EVALUATION

All assignments will be uploaded onto the D2L dropbox. Students must keep electronic copies of their assignments.

***Student Agreement and Participation Pact**, due Jan. 13.

***Four Reading Responses**, two due by Feb. 3, two due by March 24, worth 25 percent.

***Option One, Two, or Three assignment** (see explanation below), due Feb. 17, worth 30 percent.

***Campus/Community Activities Assignment**, due March 10, worth 15 percent.

***Option One, Two, or Three assignment** (see explanation below), due April 18, worth 30 percent.

Campus/Community Activities Assignment. 15 percent. Students will attend (either in-person, or over zoom) three campus/community activities during fall term. On U of C campus, look for events happening at the Women's Resource Centre, the Writing Symbols Lodge, the Faith and Spirituality Centre, Student Wellness Services, the Office of Sustainability. When contemplating activities outside of campus, students can find a plethora of opportunities, in Calgary, or in another part of Canada, or globally, especially now that so many events are happening online. Students will attend three events of their own choosing, and write up a report (see report template on D2L) describing the events and explaining how their understanding of health was deepened.

Responses to readings. 25 percent. Students will choose four sets of readings/recordings (from four different weeks), and write a short response of 300 to 500 words: students must stick to the 500-word limit, as anything more than 500 words will not be considered part of the assignment. In the response, students may discuss any or all of the following: general concepts and theories, connections to previous readings, links to their own experiences, emotional and/or intellectual responses to the material, disagreements and questions concerning the material, key insights and learnings. The responses will be graded for depths of critical thinking skills, clarity in writing, citations skill, and ability to make connections. Students are encouraged to submit these assignments on a regular basis throughout the term. Two must be submitted on or before Feb. 3, and the final two must be

submitted on or before March 24 (and of course it is fine to submit all four responses earlier than these dates).

From the three assignments listed below, students will choose two. Regardless of which two assignments are chosen, the first due date is February 17, and the second due date is April 18.

Option One: Health Biography. 30 percent. This health biography will be a critical reflection paper focused on your experience with health, illness, disability and/or healing. Writing this biography will enable you to reflect on these aspects of your life, and to utilize course concepts, definitions, and resources to help you engage in critical/holistic thinking in relation to them. The paper will be 8 to 10 double-spaced pages of text. Outside sources may be used, but are not essential to the project.

Option Two: Research Paper. 30 percent. Choose a non-human animal species, a specific type of insect, bird, mammal, reptile, amphibian, fish (e.g. monarch butterfly, blue whale). Discuss the current state of health/wellbeing for that species, the current state of their habitat, what is known about their population and reproductive rates, whether the group is classified as endangered, whether any particular social change group is working on behalf of the species. If a social change group is taking action, find out what those actions are, how long they have been in effect, and whether any positive shifts have happened. Utilize peer-reviewed, scholarly journal articles, as well as credible websites and media resources. The paper will be 8 to 10 double-spaced pages of text.

Option Three: Final creative project. 30 percent. This final project gives each student a chance to reflect on what they have learned, what insights they have gained, and what they will take with them as the course ends. It will be done in a creative format, such as a video, a 'zine, a song, a visual art project, a children's book, a series of blogs.

More detailed information for each assignment will be available on our D2L site, under 'Content,' and then 'Assignments'.

Late assignments: One grade level (e.g. B+ to B) will be deducted for each day an assignment is late.

Exams: There is no final exam for this course.

GRADING SYSTEM:

This course uses a combination of letter and number grades, according to the chart below. The university's Undergraduate Grading System is available here: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

In most cases where the final letter grade for the course is less than 1% from the next higher grade, the instructor will round-up. This course does not use a bell curve – whatever mark you get is it.

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 Assessments and Absences:

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. The instructor may ask for supporting documentation to confirm an absence. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note. For more information on Supporting Documentation, see <https://ucalgary.ca/pubs/calendar/current/m-1.html>

If you complete less than 30% of all assignments, you may receive a final grade of F. If you complete all assignments but receive more than two Fs, you may receive a final grade of F.

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 online 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 necessary component of a participatory classroom because it develops critical thinking and social skills. There will 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

This in-person class requires computer work and online resources. If you are experiencing any computer/software/technical issues, you must get help 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.

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, and then by email.

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 by the syllabus, Student Code of Conduct, or posted on D2L, 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.

The instructor may respond to your email query with the request for a meeting.

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](https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html)

If you have concerns about a received grade, before contacting the instructor, you must do the following:

- 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-2.html>

Grade reassessment needs to be discussed in a meeting with the instructor (not over email). Lastly, keep in mind that the reappraisal of graded term work may cause the grade to be raised, lowered, or to remain the same.

Braver Space Guidelines

Second-wave feminists worked hard to strengthen group dynamics so that meetings and gatherings became supportive, positive spaces for everyone present. Initially, feminists used the terms safe space and safer space to indicate that commitment. Currently we use the term braver space.

In our GSXS program, the term braver space indicates a commitment to being respectful, self-aware, and mindful of the classroom dynamic and our place in it. It reminds us that it takes courage to participate in meaningful discussions of important social issues, in thoughtful and considered ways.

Awareness of group dynamics means that differences and diversity are respected, and that debate and discussion are welcome. This is particularly important in a course dedicated to social justice education, where conflict will inevitably arise. At the same time, remember that GSXS is an evidence-based discipline with high standards of research and analytical proof.

A more complete discussion of what steps create braver space classrooms is available on D2L sites, in the document entitled Concrete Actions That Help Create Braver Space Classrooms.

Concerns about a GSXS Instructor or Course:

If you have a serious concern about the course or the instructor, 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. The program is dedicated to offering students a feminist social

justice classroom where we can explore issues relating to gender and sexual equity and diversity from many perspectives. For more information, contact the program coordinator (jkadi@ucalgary.ca) and check out our listing on the Faculty of Arts website: arts.ucalgary.ca/gsxg.

The University of Calgary has a number of student clubs and campus centres dedicated to issues of gender and sexual equity and diversity. Here are links to their Facebook sites (please note that the instructors are often members of these social media sites):

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 program coordinator is Joe Kadi (jkadi@ucalgary.ca or gsxsprog@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 to Gender and Sexuality Studies, under the course designation of GSXT. It will not affect anyone's degree or course standing. If you have any questions, ask your instructor or the program coordinator.

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 ucalgary.ca/access/accommodations/policy.

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/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.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. Instructors may request that evidence in the form of documentation be provided. 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 information on possible forms of documentation, including statutory declarations, please see ucalgary.ca/pubs/calendar/current/n-1.html

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 arts.ucalgary.ca/advising for contact details and information regarding common academic concerns.

If you have questions regarding registration, please email Rebecca Lesser (Undergraduate Program Administrator phildept@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. 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 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](#).

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).