



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

GSXS 411

Gender and Sexuality Studies: Special Topics in Theory

Winter Term 2022, January 10 – April 12, 2022

Tuesdays and Thursdays from 11:00 a.m. to 12:15 p.m. (Zoom Link on D2L)

COURSE OUTLINE

Instructor Name: Dr. Pallavi Banerjee

Email: pallavi.banerjee@ucalgary.ca

Office: SS926 (not available here for this semester)

Office Hours: Available on Zoom from 12:15 – 1:15 p.m. on Thursdays right after class.

Office Phone: N/A

COURSE DELIVERY INFORMATION

Synchronous: Tuesdays and Thursdays from 11:00 a.m. to 12:15 p.m.

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

In this course we will investigate contemporary feminist thought from a variety of disciplinary perspectives and theoretical orientations. We will focus on key issues in feminist theory such as the sex/gender debate, sexual desire and the body, the political economy of gender, and the construction of masculinities and femininities among others. This course aims also to think through the ways in which these issues intersect with race, class, colonialism and the nation and seeks to decenter the Global North in the productions of feminist theories. We will discuss why we study "theory" and explore the relation between feminist theory and political practice.

Calendar course descriptions may be found at: <https://www.ucalgary.ca/pubs/calendar/current/gender-sexuality-studies.html>

PREREQUISITE(S)

Women's Studies 311 or [Gender and Sexuality Studies 311](#).

COURSE OBJECTIVES/LEARNING OUTCOMES

By the end of this course, through the various assignments, the students should be able to:

Learning Outcome	Key Assignments designed with the learning outcomes in mind
Explain and engage (orally and in writing) with various feminist perspectives;	Reading and Class Participation; Group Presentation; Journal/Book Club reflections; Final Course Paper
Articulate the importance of understanding transnational and intersectional feminisms from Global South and Global North points of view;	Class Participation; Group Presentation; Feminism and Creativity Project; Final Course Paper
Hone the ability to analyse the world around you (popular culture, media, politics, the pandemic and so on) from a feminist lens through creative expressions and care ethics;	Feminism and Creativity Project; Journal/Book Club reflections; Final Course Paper; Collective Care Project.
Have achieved comprehension of the different theoretical positions presented during the course and understand their consequences in relation to the intersectional analysis, and be able to apply these understandings in empirical analysis; and	Reading and Class Participation; Journal/Book Club reflections; Final Course Paper
Produce a well thought out analysis of, and prescription for, feminist social change.	Reading; Final Course Paper

Course learning objectives are a required part of the outline. No particular format for the objectives are required.

Participatory Classroom Philosophy:

In our participatory classroom, students will be expected to engage in a number of ways, from dyads to small groups to full class. 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.

More resources on creating your course outlines (including sample and checklist):

taylorinstitute.ucalgary.ca/course-design/resources

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.

Course Format

This is an online course with both a seminar and a workshop component. Classes will meet twice weekly, online, in a secure Zoom room. Students will be expected to use a variety of technologies for ongoing engagement in course activities and learning tasks, such as: Google docs, Zoom, etc. Desire2Learn (D2L) will be used to post class resources, including links to readings and video, and as a site for ongoing dialogue. An active University of Calgary email address is required. To access the course in D2L, you will enter your ucalgary.ca IT username and password.

REQUIRED/RECOMMENDED TEXTBOOKS, READINGS AND MATERIALS

Learning Resources

We will read articles (copyrighted links provided on D2L), selected chapters from books pdfs of which are available through D2L, and two excellent books. I have kept books to a minimum to increase the diversity of who you read. You should try to find the two books ASAP. They are available on amazon.ca or the University bookstore (each for \$10-35) and at least one can be read online through the UofC library). E-Books are available on this link as well: <https://calgary-store.vitalsource.com/>, and one of them is on sale at the moment.

BOOKS

- Moussawi, Ghassan. (2020) Disruptive situations: Fractal orientalism and queer strategies in Beirut. Temple University Press.
- Sweet, Paige. (2021). The Politics of Surviving: How Women Navigate Domestic Violence and Its Aftermath. Univ of California Press.

Learning Technologies and Requirements

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).

**** For online, remote or blended courses:***

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended 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.

Most current laptops will have a built-in webcam, speaker and microphone.

COURSE ASSESSMENT AND EVALUATION

Assessment Components and Grading Schemes

The course grade will be determined as follows:

- Reading and Class Participation10 %
- Journal/Book Clubs Reflections (2) 30%

- Group Presentation. 15 %
- Feminism and Creativity Project 15%
- Final Course Paper 30 %
- TOTAL.100 %**
- Collective Care Extra Credit (EC) 3%
(Details of the EC on D2L)

Please note that I understand that the situation due to COVID 19 may cause additional stress and may limit your time and ability to focus. Please know that we are committed to work with you given the circumstances and encourage you to communicate with me (the Instructor) to discuss any accommodation as needed. Your well-being is of paramount importance to me.

To maintain academic integrity please do not use online file sharing and “tutoring” sites such as CourseHero, Chegg, etc. for the creation of study notes to prepare for (or use in) assessments. While I encourage collaborative work among students, please avoid using these sites for collaborative purposes as it can be risky from an academic integrity standpoint due to the potential for students to use words and ideas intentionally or unintentionally from these discussions in their assessments, which can constitute academic misconduct.

You will be responsible for completing all readings specified in the course outline, as well as all lecture materials (including films, guest speaker presentations etc.)

GSXS 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

DETAILED REQUIREMENTS OF THE ASSIGNMENTS

Collaborative learning among peers is encouraged in this course. To that effect, on the first day of classes, we will form a feminist support club to build a supportive community for learning. These will be called Feminist Learning Collectives (FLC) and will consist of 3 to 4 members. I will ask that each group pick a feminist name for their club. While the club members can help each other in every activity pertaining to the course, the clubs will be specifically responsible for four things: 1) Weekly Group Presentations; 2) Working together on the individual submission of the Journal/Book Club reflections through collaborative reading and reflecting; 3) Feminism and Creativity Project.

While most of the assignments except Group Presentation are to be submitted individually, I encourage you read with each other, talk, and brainstorm with each other when preparing for each of the assignments including your two papers (mid-term and final). However, what you write in every assignment has to be your own words and thoughts. You are NOT permitted to copy each other's work or outsource assignments to various paid online homework/tutoring services. In this course, submitting work done with the help of paid homework services will be considered academic misconduct because the main objective of this course is for students to develop independent critical thinking that is expressed both orally and in writing. You may seek the support of your classmates and your professor to develop these skills, but outside paid support is not permitted.

Reading and Class Participation (10%):

This requirement has two overlapping parts as the name suggests:

Part A: Reading Assignment (4 points):

Students will be expected to keep up with the assigned readings for each class period. The reading load is not excessive but does require you to plan ahead to get it done. If you want to do well in this class, you must not only complete the readings, but take time to critically think about them before you come to class. ***NOTE*** *I reserve the right to add additional readings OR drop readings as they fit the progression of the course. Coming to class will be the best way to make sure you are up-to-date on such readings.*

You will be expected to take notes on readings prior to coming to class. These notes are designed to summarize **two key points** for each reading and should include some of your own questions or analysis of the readings. I will regularly invite students to ask their own questions based on the readings or lectures. I regard lectures and discussions as a supplement to what you are reading. At times, the lectures will seek to clarify and crystallize some of the reading material. At other times, however, the lectures will add to or historicize what you are reading.

Part of the reading assignment for this class is also geared towards helping you learn to read at the seminar level. Each week, in class, usually on Thursdays, the journal club will do close reading of parts of the texts assigned to you as well as unpack key concepts. In order to do this, you have two weekly assignments related to reading the materials for the week starting week 2 of the course:

- a) Each student will be required to **post two key concepts and ideas** from each of the readings for the week on D2L Dropbox by, **Monday 5:00 p.m.** for the week. All I am expecting here is for you to identify **two key** concepts in readings. These could be put in a couple of sentence or bullet points. Nothing intense.
- b) Along with your concepts, you will also post one question or a comment that you had about the readings on D2L Dropbox by, Monday 5:00 p.m. for the week. Please do this by each reading assigned for the week. These questions or comments should be about something in the reading that either spoke to you or more importantly, you did not quite get and would like to go over. We will do a 10-minute group discussion around the questions/comments before getting into class discussion.

The entire thing – the concepts and the questions should not be more than 300 words.

PLEASE NOTE: Part A: reading assignment is an un-graded assignment. You will get your reading points (4 pts) if you submit the concepts and comments from the readings every week. You will receive no points (0) on the reading assignment if you miss submitting the assignment for two weeks or more and or if you miss submitting them by the deadline (Monday 5:00 p.m.) for two weeks or more.

Class Participation (6 points) includes: (a) your regular attendance in class; (d) group-discussion activities in class (c) your ability to respond to questions in class about the readings when called upon; (d) your ability to ask questions of your own in class; (d) general participation in class discussions and activities. Being prepared to answer questions, NOT missing classes without advance permission, and volunteering to ask and answer questions in class will significantly help your scores on participation. I **cannot replicate class discussions for people who miss a class period. Also, have your feminist support club take notes for you and fill you in for what you miss, when you are absent from class.**

In light of the COVID-19 situation, the way we are expected to participate in class changes a little. To facilitate discussions, I have created several Discussion Forums on D2L under the Discussion Tab. These include a) Discussion Forums for content for the remaining weeks; b) Discussion forums for student presentations for the remaining weeks; c) Discussion Forums for logistical questions about course; d) A Discussion Forum for Collective-Care and Wellness at this time (Extra Credit).

If you are not able to attend class regularly due to the Covid situation, you can get your participation grade by doing any two of the following:

1. Active participation in zoom classroom when you are able to attend.
2. Responding to student presentation discussions either on D2L Discussion Forums or in the Zoom classrooms at least for 6 presentations of the 11.
3. Posting questions/comment about **class content** in the Discussion Forums on D2L over at least over 9 weeks.

Note: I encourage, those who are able to, to attend the online classes. There is no substitute for the learning that happens in the classroom. In-class contribution is a significant part of the grade, and an important part of our shared pedagogical experience. Your active participation helps me to evaluate your overall performance as a student (as well as making the class more interactive and engaging for all of us). The quality of your participation is more important than the quantity. Given our limited amount of time together, talking without positively contributing is not encouraged. However, I want to stress that positive contributions are not necessarily “right” answers. I encourage you to experiment and take risks. “Not-so-correct” answers can also be instructive, and debate is often a good way to learn. Positive contributions are those that advance the discussion by presenting new ideas or insights, or building on others’ comments, or presenting a counterpoint to others’ comments in a respectful way. Contributions that are not positive are those that simply repeat points already made or deride others’ contributions in a discourteous way. I reserve the right to shut down any conversation that is anti-BIPOC, anti-LGBTQIA2S+/QoC or triggering in any way for those who hold minoritized positions in our society.

2. Journal/Book Club Reflections by Week (2) (14pts x 2 = 28% + 2% for equal participation in the support club = 30%):

Note that the course is divided into four Units as below:

Unit #	Unit Meta-Topic	Unit Start Date	Unit End Date
U.1.	Introduction to Feminism and Critical Feminisms	Jan 11	Feb 3
U.2.	Gender as a Structure	Feb 8	Mar 10
U.3.	A Southern Imagination in Gender	Mar 15	Mar 31
U.4.	Gender Justice and Resistances	Apr 5	Apr 12

For this assignment:

- a) you will need to pick at least 6 of the readings in each unit and write **two** double-spaced, Time New Roman, 12 font, **2-to-5-page papers** that reflect upon and respond critically to the readings you pick. If a unit has less than 6 readings (U.4.), you will be expected to include all the readings in that Unit.
- b) you are required to **submit the reflections IN THE DURATION OF AN UNIT (i.e, Reflection 1 in Unit 1, or Reflection 2 in Unit 4 and so on).**
- c) of the **two** reflections, **one** needs to be a reflection on one of the two **books** assigned. In the unit (U.2 and U.4) you do a book reflection you do not need to include the papers assigned in that unit. You can focus on the assigned chapters of the book.

These reflection papers should include:

- a) a short summary of the arguments of the readings: 1.5 points
- b) how the readings connect to each other (synthesizing the readings): 2 points
- c) engagement with core ideas across the readings: 1.5 points
- d) present at least two critical reflections of the overall unit: 2 points

IMPORTANT NOTE: The critical reflections will be submitted by everyone individually, but, I encourage you to work with your feminist journal/book clubs to pick the readings to reflect on; to read together, and to discuss the readings, and brainstorm. Everyone in the group can choose the same readings or different readings to reflect on – it's up to you. The front end of your reflections (summary, engagement with the core ideas and synthesis) can look similar for group members, however, the two critical reflections of the overall unit should be unique to every member of the group. You will fill out peer-reviews (form on D2L) for the collaborative work at the end of the term for this task to receive the 2 points for collaboration.

Group Presentation (15%): You will be required do a 15-minute presentation on **contemporary events** that can be understood with the theories you are learning. You will do this as a group with your feminist club members. There will be one group presenting almost every week starting week 2 or 3. We will keep 15 minutes on Tuesdays for your presentations but on some weeks, we might need to change the day. I will let you know ahead of time. In these presentations, you are asked to clearly state the current event; tie it in with topics/theories being explored in the course on the particular week of your presentation and what has been covered before; and pose questions that will lead to active in-class discussion. In order to complete this assignment, you will have to keep a watchful eye on the news. The current event can be international, national, or local in nature. There will an online sign-up sheet during the first class and each student must sign-up for the assignment.

In light of the COVID-19 situation, the delivery of the presentation will be changing. You can do the presentation in one of the two ways:

1. Doing the PowerPoint presentations on Zoom for the class on your scheduled day. If you choose to do this, **please send me your presentations by 12:30 p.m. on Monday** or at 12:30 the day prior to your presentation, along with your discussion questions so that I (the instructor) can post it on D2L so that those who are not able to access zoom can respond to the discussion questions based on the presentations on D2L.
2. Submitting your 15-minute PowerPoint presentations (that includes your discussion questions) along with audio files of your scripts on D2L by 12:30 p.m. on Monday so that the I (the instructor) can post these on D2L for your classmates to see and hear. Please make sure that your audio files are either .wav or .M4A or you can use PowerPoint Narration (<https://support.office.com/en-us/article/record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c>). I will play these pre-recorded presentations to the

class. The presenters should be in attendance, in the zoom classroom, on the days they are presenting, so that they can take questions and ask their discussion questions even if they chose this option. This will allow your classmates to interact with you. Again, those who cannot connect on Zoom can respond on the Discussion Forums.

The rubric for the assignment can be found on D2L.

Feminism and Creativity Project by Feminist Clubs (13% + 2% for collaboration):

This is a group project and for this assignment each feminist club will engage creatively with the course material to produce a piece of art related to the course materials – it can be related to anything specific in the course materials or could speak to an overarching theory or theories. Details of where and how to post your art will be posted on D2L. You can do any one of the following for this project

- **Photography project:** Take at least four different photographs of inanimate objects or people without showing faces or any identifying mark that pertains to the class materials over a course of at least two weeks. Be respectful of whatever you are photographing. Caption each photo with how and why it relates to the class material and what specifically it relates to. You can get creative in your descriptions.
- **Performing Spoken Word Video (maximum 2 minutes):** You can make a 2-minute or less, spoken word video that pertains to the class materials. Please submit a one paragraph write-up with the video, on how and why it relates to the class material and what specifically it relates to. You can get creative in your descriptions. All members of the club can perform together or one of you can perform but the writing of the spoken word poetry needs to be a collaborative effort.
- **Writing a one-Act street play:** You can write a one-act street play (no props) (2 pages at the most). Please submit a one paragraph write-up with the play, on how and why it relates to the class material and what specifically it relates to. You can get creative in your descriptions.
- **Writing a fictional short story:** You can write a fictional short story (2 pages at the most). Please submit a one paragraph write-up on with the story, on how and why it relates to the class material and what specifically it relates to. You can get creative in your descriptions.
- **Writing poetry:** You can write a poem (1.5 pages at the most). Please submit a one paragraph write-up with the poem, on how and why it relates to the class material and what specifically it relates to. You can get creative in your descriptions.
- **Writing/performing a song:** You can write a song or send an audio if you want to also compose and sing it (1.5 minutes at the most). Please submit a one paragraph write-up on with the song, on how and why it relates to the class material and what specifically it relates to. You can get creative in your descriptions. All members of the club can sing together or one of you can sing but the writing of the song needs to be a collaborative effort.
- **Digital Painting (regular painting/mural/graffiti):** You can create a digital painting relating to the course materials. Please submit a one paragraph write-up with the painting, on how and why it relates to the class material and what specifically it relates to. You can get creative in your descriptions.

You can choose to do something else that is not on the list, but you will need to run it by me first.

Some important things to consider when doing this project:

- You must submit a peer-review (form on D2L) for the collaborative work with the project to receive the 2 points for collaboration
- If you wish to do this project on your own and not with your group, please talk to me at least 3 weeks before the project is due.
- I intend on creating a website for this project and put up your club's art projects for people to see. Please indicate when submitting if you want your art piece to be made public or not. People visiting the website can vote on the projects and one of the Clubs can be a winner based on public appreciation of your art at the end of the semester.

This project is due on **April 1 by 5:00 p.m. on D2L.**

FINAL COURSE PAPER: (30%)

Write an empirical research paper based on your analysis of some form of secondary data on gender and social change. This would be useful for anyone thinking of graduate school to submit as a writing sample. This paper can be an analysis of quantitative data, or content analysis of textual or visual or video or audio data. Here are the various steps of this project.

STEP 1: CHOOSE A TOPIC AND YOUR DATA SET

Premise: Think carefully about the contemporary feminists' debates based on the course materials as well as the gender-based intersectional injustices that plague our world and how some of that has changed or can change over time so the world can become a more equitable place for all.

The topic for the paper will center on the above-mentioned premise. Your topic may be inspired by the readings from the class or not, but you will need to engage with the readings when doing the paper – so think carefully. It should be “contemporary” in that, it is timely, and that people are talking about it now; it should be about gender, feminism in an intersectional and/or decolonial context broadly defined and pertaining to but not limited to BIPOC, refugees, immigrants, LGBTQIA2S+/QoC; people with disabilities or the intersections thereof, and it should be a “debate” in that you can present two sides of an argument.

STEP 2: SELECT YOUR DATA

Based on your research questions, you will have to choose your data. You need to be careful about choosing your data because you will need to create a coherent story based on your analysis of the data you pick. You can choose census data to do a statistical analysis around gender inequities or you can choose to analyze photos or videos or films or podcasts or newspaper articles, or fiction or tweets related to your topic.

*You will submit a one-page outline of your paper that will include a brief description of your topic, research question/s, theoretical orientations to be used in the paper, the type of data you are analysing, why you selected this data, and the plan for your analysis to me on **March 1** on Dropbox so that I can indicate if you are headed in the right direction. I will need to approve the data you select for your analysis before you can proceed with your paper. **This will be worth 5 points of the 30 points for the final project.***

STEP 3: WRITE THE PAPER

You need to write a coherent analysis of **the data you select**. The paper should be between 8-13 pages, Times New Roman, 12 pt font and double-spaced. References may or may not be part of the page count. The research paper should include the following sections:

- 1) Title page;
- 2) Abstract;
- 3) Introduction: Introduce your topic, your research questions, your epistemological orientations and overview of your paper. (1 to 1.5 pages)
- 4) Literature Review consisting of at least 12 sources of which 8 have to be academic sources and the rest can be non-academic sources like newspaper articles, or opinion pieces or pieces from the [The Conversation](#) related to your topic; (3-4 pages)
- 5) Methodology – how did you pick the data, description of the data, your sampling method and so on. If you choose a video or a film or a podcast, make sure to provide a detailed description of the medium in your methodology and why you picked those in particular. If you choose photos, provide a context for the photos and don't forget to cite the source of your data; (1 to 2 pages)
- 5) Analysis of the data presented as findings: the analysis should be your theoretical insights based on previous research on the topic and/or explanatory theories on the various dimensions and components of the data you selected for analysis. (3-4 pages)
- 6) Conclusion: Key insights and future trajectories for this research (1 to 1.5 pages)

8) Bibliography/References.

Please use ASA or APA citation style guide for the final project and all other projects. ASA citation guidelines are provided on D2L.

If you exceed page numbers, I will stop reading at page 13. You can take this opportunity to make this paper more than just a requirement for this class. **If a research paper is particularly excellent, meaning, if it is of top-notch quality, as well as is of interest to me, I will offer the student/s, the option to continue working on the project over summer with me to make it into a research paper much like the papers you read for this class and find a venue to publish it (as co-authors) or in the least present it at an academic conference.**

Your final project is due on April 15 at 5:00 p.m. in D2L Dropbox.

Grading Rubric for the research paper is available on D2L

Schedule of Lectures and Readings

WEEKLY COURSE SCHEDULE

The schedule for readings and tasks is below. Some of the readings and the due dates may change due to the emerging needs of the students and the course.

UNIT	WEEK/DATE	TOPICS	READINGS	ASSIGNMENT
Week 1. Start of U.1. Introduction to Feminism and Critical Feminisms	Week 1 Jan 11	Welcome Introductions; Course Outlines; Feminist Learning Clubs	<ul style="list-style-type: none"> The course outline/syllabus (this document) 1. Rosalind Delmar, "What is Feminism?" 1986.	
	Jan 13	<i>What is Feminism?</i>	2. Audre Lorde, "The Master's Tools Will Never Dismantle the master's House" 1979. 3. Purkayastha, Bandana. (2020). From suffrage to substantive human rights: The continuing journey for racially marginalized women. <i>Western New England Law Review</i> , 42(3), 419.	
	Week 2 Jan 18	<i>Why Theory?</i>	4. bell hooks, "Theory as Liberatory Practice" <i>Yale Journal of Law & Feminism</i> 4:1, 1991-1992. 5. Lorde, Audre. 1984. "Transformation of Silence into Language and Action," Pp. 40-44. In <i>Sister/Outsider</i> . Freedom, CA: The Crossing Press.	
	Jan 20		6. Maria C. Lugones and Elizabeth V. Spelman, "Have We Got a Theory for You!" <i>Women's Studies International Forum</i> , 1983.	
Week 3 Jan 25	<i>Feminist Epistemologies</i>	7. Butler, Judith. 2004. "Acting in Concert" Pp 1-16 in <i>Undoing Gender</i> . New York: Routledge. 8. Collins, Patricia Hill. 1986. "Learning from the Outsider Within: The	Feminist Club (Name) Presentations	

End U.1. Week 4.			Sociological Significance of Black Feminist Thought," <i>Social Problems</i> 33 (6): 14-32	
	Jan 27		9.Arvin, M., Tuck, E., & Morrill, A. 2013. Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy. <i>Feminist Formations</i> , 25(1), 8-34.	
	Week 4 Feb 1	<i>Intersectionality and Post/Decolonial Feminist Thoughts</i>	10.Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" <i>Stanford Law Review</i> 43 (6): 1241-1299. 11. Mohanty, Chandra Talpade. 1988. "Under Western eyes: Feminist scholarship and colonial discourses." <i>Feminist Review</i> 30: 61-88.	Feminist Club (Name) Presentations
	Feb 3		12.Banerjee, Pallavi and Raewyn Connell. (2018). "Gender Theory As Southern Theory." in <i>The Handbook of the Sociology of Gender</i> , Second Edition. Edited by Barbara Risman et. al Carrissa Froyum, and William Scarborough. New York, NY: Springer Press.	Your first journal club reflection MAY be submitted by or before today.
Week 5: Start of U.2. Gender as a Structure	Week 5 Feb 8	<i>Social Construction of Gender</i>	13.Barbara J. Risman and Georgiann Davis. 2013. From Sex Roles to Gender Structure. <i>Current Sociology Review</i> 61(5-6):733–755 14. Martin, Emily, 1991. The Egg and the Sperm: How science has constructed a romance based on stereotypical male-female roles. <i>Signs: Journal of Women in Culture and Society</i> , 16(3), pp.485-501.	Feminist Club (Name) Presentations
	Feb 10		15. Pfeffer, Carla A. (2014). "‘I Don’t Like Passing as a Straight Woman’: Queer Negotiations of Identity and Social Group Membership." <i>American Journal of Sociology</i> 120(1):1-44	
	Week 6 Feb 15	Gender As Performance: <i>Gender based violence</i> Trigger warning: Class discussions until March 8 will be about	16. West, Candace and Don H. Zimmerman. 1987. "Doing Gender." <i>Gender & Society</i> 1(2): 125 - 151. 17.Meadow, Tey. 2011. "Deep down where the music plays’: How parents account for childhood gender variance." <i>Sexualities</i> . 14(6), p. 725-747.	Feminist Club (Name) Presentations
	Feb 17	domestic violence and maybe triggering for some	18. Banerjee, Pallavi. Book: <i>The Opportunity Trap, 2022</i> : Chap 4: At Home: Dependent Spouses and Divisions of Labor	

	Week 7 Feb 22	READING WEEK		
	Feb 24			
End U.2. Week 9	Week 8 Mar 1	Gender at the Institutional Level	19. Sweet, Paige. (2021). <i>The Politics of Surviving – Introduction</i> Ch. 1. Building a Therapeutic Movement	Feminist Club (Name) Presentations <i>Submit the outline of your paper</i>
	Mar 3		Sweet, Paige. (2021). <i>The Politics of Surviving –</i> Ch. 2. The Trauma Revolution Chp. 5. Gaslighting	
	Week 9 Mar 8		Sweet, Paige. (2021). <i>The Politics of Surviving –</i> 6. Surviving Heterosexuality Conclusion: Traumatic Citizenship	Feminist Club (Name) Presentations Dr. Paige Sweet the author of <i>The Politics of Surviving</i> will be visiting. Please come prepared with questions and comments.
	Mar 10		20. Wingfield, Adia Harvey. 2009 “Racializing the Glass Escalator: Reconsidering Men’s Experiences with Women’s Work.” <i>Gender & Society</i> 23(1):5–26. 21. Schilt, Kristen. 2006. “Just One of the Guys?: How Transmen Make Gender Visible at Work.” <i>Gender & Society</i> 20(4):465–90.	Your first/second journals/book reflection MAY be submitted by or before today.
Week 10: Start of U.3. A Southern Imagination in Gender	Week 10 Mar 15	Patriarchy, Paternalism, Embodiment	22. Hoang, Kimberly Kay. 2014. “Competing Technologies of Embodiment: Pan-Asian Modernity and Third World Dependency in Vietnam’s Contemporary Sex Industry.” <i>Gender & Society</i> 28(4):513–36. 23. Balogun, Oluakemi. M. (2012). Cultural and Cosmopolitan: Idealized femininity and embodied nationalism in Nigerian beauty Pageants. <i>Gender & Society</i> , 26(3), 357-381.	Feminist (Name) Club Presentations
	Mar 17		24. Kang, Miliann. 2003. “The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant–Owned Nail Salons.” <i>Gender & Society</i> 17(6):820–39.	
	Week 11 Mar 22	Gender, Queer Orientations and the Global South	25. Moussawi, Ghassan. (2020) <i>Disruptive situations: Introduction: While “the World Is Beirut Again”</i> Chp 1. From Binaries to Fractals: “Glitter and Fears of Gay Life in Beirut”	Feminist (Name) Club Presentations

End U.3. Week 12.	Mar 24		Moussawi, Ghassan. (2020) <i>Disruptive situations</i> : Chp. 2. "Because Lebanon Is Not Kandahar": Beirut as Queer Exception Chp. 3. Against Reconciliation	
	Week 12 Mar 29		Moussawi, Ghassan. (2020) <i>Disruptive situations</i> : Chp 4. Always Visible Chp 5. The Bubble	Feminist (Name) Club Presentations
	Mar 31		Moussawi, Ghassan. (2020) <i>Disruptive Situations</i> : Conclusion: Feeling Exceptional and Queer (Dis)Locations Appendix: Methodology and Beirut Neighborhoods	<i>Author Dr. Ghassan Moussawi will be visiting. Come prepared with questions and comments</i> <i>Your first/second book reflection MAY be submitted by or before today.</i>
	Week 13 Apr 5	Resistance and Activism	26. Thorpe, H., Toffoletti, K., & Bruce, T. (2017). Sportswomen and social media: Bringing third-wave feminism, postfeminism, and neoliberal feminism into conversation. <i>Journal of Sport and Social Issues</i> , 41(5), 359-383. 27. Ispa-Landa, S., & Risan, B. J. (2021). The Gender Revolution on Greek Row. <i>Contexts</i> , 20(3), 16-21.	Feminist (Name) Club Presentations
End U.4. Week 14	Apr 7		28. Shokoo Valle, F. (2021). Turning fear into pleasure: feminist resistance against online violence in the Global South. <i>Feminist Media Studies</i> , 21(4), 621-638. 29. McMillan Cottom, Tressie 2019: Price of Fabulousness, in Thick and Other Essays.	
	Week 14 Apr 12		30. Palmater, Pamela. 2016. "Shining light on the dark places: Addressing police racism and sexualized violence against Indigenous women and girls in The National Inquiry." <i>Canadian Journal of Women and Writing the Law</i> 28.2 (2016): 253-284. <i>It's a wrap</i>	<i>Your second journal club reflection MAY be submitted by or before today.</i>

CHANGES TO SCHEDULE: Please note that changes to the schedule may occur in response to student questions and conversations.

Final Exam Information

There are no final exams for this course. You will be submitting a final paper.

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.ualgary.ca/programs-services/student-services/the-q-centre 2nd Floor, MacEwan Hall, near The Den

- *Faith and Spirituality Centre*
ualgary.ca/fsc 3rd Floor, MacEwan Student Centre
- *Writing Symbols Lodge*
- <https://live-ualgary.ualgary.ca/student-services/writing-symbols/home>
3rd Floor, MacEwan Student Centre

For more resources, you are encouraged to consult the Campus Mental Health Strategy:
ualgary.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@ualgary.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/gsxs> 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>).