



UNIVERSITY OF
CALGARY

FACULTY OF ARTS
DEPARTMENT OF PHILOSOPHY
WOMEN'S STUDIES PROGRAM

WMST 201 Lec 01
Introduction to Women's Studies
Fall Term 2015

Course Outline

Lectures: T/R 9:30-10:45, ST143

Instructor: Rebecca Sullivan
Office: SS1142
Phone: 403-220-3397
Office hours: Tuesdays, 12:30 – 2:00 PM
Email: rsulliva@ucalgary.ca
(* preferred means of communication *)

Teaching Assistant: Stephanie Reyes
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Course Description:

An examination of the historical, geographical and political origins of feminism and women's studies, with particular emphasis on Canada in a global context.

Learning Objectives:

- To understand key principles and practices behind feminist, queer and trans activism
- To understand major paradigms in gender and sexuality studies, and their political praxes
- To appreciate the valuable insights that a gender lens brings to everyday issues
- To become a more critical, self-reflective, and conscious scholar
- To participate in a vibrant, questioning community of learning that is rooted in respect for diversity and demand for social justice

Students are welcome to define their own learning objectives and to share them with the class.

Course Content:

Some of the materials and topics in this class will include explicit content (violence; sexuality; profanity; blasphemous, 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.

This class respects 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.

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 Wellness Centre

(<http://www.ucalgary.ca/wellnesscentre/> 403-210-9355 / 403-266-4357)

Calgary Communities Against Sexual Abuse Hotline

(<http://www.calgarycasa.com/> 403-237-5888)

Alberta Mental Health Hotline

(<http://www.albertahealthservices.ca/services.asp?pid=saf&rid=1019446> 1-877-303-2642)

Trained peer supporters are also available on campus through:

Women's Resource Centre

(<https://www.ucalgary.ca/women/> 4th Floor, MacEwen Centre, in The Loft)

Q Centre for Gender and Sexual Diversity

(<https://www.su.ucalgary.ca/programs-services/student-services/the-q-centre/> 2nd Floor, Mac Hall, near The Den).

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

Student Conduct

A Student Code of Conduct Agreement is part of this course, available on D2L. It is a required component of the class (see below under Participation).

Students are expected to arrive in class on time and prepared to work.

Responsibility for attending and 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 that was provided during regular class hours. The course includes a combination of individual assignments, group work, lectures, screenings, and readings.

Students are welcome to bring portable word processing devices (tablets, laptops, airbooks, Acer, anything you got) to class as learning tools to improve your focus and engagement. Using your device to access personal or non-course related material is prohibited and may result in having your privileges to use your device in class revoked and/or you being removed from the class. See the Student Code of Conduct Agreement for more details.

Plagiarism, defined as using any source whatsoever without clearly documenting it, is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement on plagiarism provided at the end of the syllabus.

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Course Technology

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 before class time for any last minute changes or cancellations. D2L only uses @ucalgary email addresses.

Student-Professor Communication

Appropriate communication procedures are described in detail in the Student Code of Conduct Agreement. The professor'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 professor will endeavor to respond to emails within two business days after receiving the message. If the student emails a question that is fully addressed by the syllabus, classroom agreement, or an announcement / news item posted on D2L, the professor will not reply. Therefore, if you don't receive a response within two business days, that probably means you can find the answer somewhere yourself. The professor may respond to your email query with the request that you come meet with them in person to discuss.

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. Rather, it means being respectful, self-aware, and mindful of the classroom dynamic and your place in it. Some guidelines are provided below.

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. Therefore, if you need to correct language use, do so respectfully; and if you are corrected, accept that correction respectfully.

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 not acceptable.

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...”

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.

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

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 could 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.

Required Texts:

All readings for this class are available online, and the urls are listed on the Reading List.

In-class screenings are considered a required part of the lectures and part of any examination or assignment parameters.

Additional recommended readings may be included in D2L.

Course Requirements:

Active Bystander	Sept 27 th / Nov 10 th	15% (5% quiz due Sept. 27 th , 10% quiz due Nov. 10 th)
Activism Awareness	October 25 th	20%
Online Exam	November 8 th	25%
Online Exam	December 6 th	10%
Engagement	Sept 30 th / Dec 9 th	10%
Final Assignment	December 12 th	20%

Active Bystander

UCalgary Strong (<http://www.ucalgary.ca/currentstudents/ucalgarystrong>) is committed to bringing cutting edge practices in health and wellness to campus. One exciting aspect of this initiative is that many of their strategies are built upon feminist social justice practices. Active Bystander training is one such practice. This assignment utilizes the university's own training program with an added element of critical reflection and learning self-assessment.

Students will complete a pre-training and post-training online quiz. Both are available online through D2L and will be automatically graded by the system.

The pre-training quiz is a measurement of your awareness of the concepts and principles behind Active Bystander. Taking the quiz is worth 5%. Failure to take the quiz before the September 27th deadline will result in a grade of 0 – ***no exceptions!*** The post-training quiz is a graded list of questions to demonstrate your understanding of the concepts and principles of Active Bystander that you learned in training. It will be based on the training materials.

In Week 3 (September 27-28th), we will provide Bystander Intervention Training in class. Attendance will be taken and student must attend the training in full in order to be cleared to take the post-training test. You must bring your University of Calgary Student ID card, or another piece of photo ID of your choice so that your attendance can be verified.

If for any reason, you cannot attend all or part of the training provided in class, you must attend another session offered by the university before November 10th. The training manager will notify me that you have completed the training. A list of dates for that training is provided on D2L.

Once you provided the professor with confirmation that you have completed training, you can take the post-training quiz. That quiz remains open until November 10th. Failure to complete on time results in a forfeiture of 10% of your final grade.

Activism Awareness

Using the worksheet provided on D2L, prepare a brief introduction on a gender and sexual equity activist resource. It could be a formal organization (like UN Women), a news site (like The Mary Sue), a high profile individual or group (like Laurie Penny or Walking With Our Sisters). The goal here is to expand your awareness of the resources available to individuals dedicated to gender and sexual equity and to test your ability to effectively assess their principles, mission, objectives, and best practices.

You will be graded on the effectiveness of your research and analysis on your subject, the compelling case you make for why your subject counts as a gender and sexual equity activist, your own clarity and precision of thought and expression, and your ability to bring a critical, intersectional lens to your own assumptions about activism. Follow the guidelines provided by the grading rubric in D2L.

You must use the worksheet provided on D2L and submit using either Word or PDF format. To make that clearer: No Pages, no JPEG, no TXT, no DOT, no nothing other than *.doc, *.docx, or *.pdf. I also do not accept hand-written-and-scanned submissions. Submit in the D2L Dropbox called Activism Awareness by Tuesday October 25th at midnight.

Online Test

The online tests will be made available through D2L on the assigned date, from 8:00 AM until 10:00 PM. There will be no regular class on those days. The first exam will be based on all material covered in the course since the first day. The second exam will be based on material from Weeks 10-12. These are online exams administered by D2L and graded automatically by the system.

You may refer to your notes or any other resources at your disposal, but remember that nothing replaces good old-fashioned studying, and scrambling about for the answer increases your chance of making a technological error or just wasting precious time. Students are expected to work independently. Sharing of answers will be considered plagiarism and you will receive a grade of F (0) and risk disciplinary measures.

The exams are timed so that you will have no more than 75 minutes to complete the first exam, and no more than 60 minutes to complete the second exam. In both cases, the computer will shut the test down precisely at 10:00 PM, so it is strongly recommended that you begin no later than 8:30 PM. There is a timer at the top of the page for the quiz, but you should also have your own timers set. It is possible to go over time, but there will be a significant grade penalty.

To ensure no technological problems, students must turn off all pop-ups, and open any windows they might want to refer to prior to commencing the quiz. Students are also expected to use a reliable computer and Internet connection. If you're not 100% positive that what you have is up to the task, go to the TFDL or a computer lab on campus.

Engagement

In our participatory classroom, students will be invited to engage in a number of ways, from dyads to small groups to full class. No student will be placed in a situation that causes them deep discomfort but all students are encouraged to bring their "braver space" intentions.

Three separate online questionnaires must be completed in order to receive an engagement grade:

1. The Student Code of Conduct Agreement
2. The Participation Pact
3. Participation Self-Evaluation

The Student Code of Conduct Agreement is described in detail above and will be available through the Quizzes in D2L. It will not be graded but the Quizzes function is more versatile than the Survey so it gets used. It must be completed by September 30th at midnight.

The Participation Pact and the Participation Self-Evaluation are available on D2L through Quizzes. They will be given a letter grade by the professor based on depth of analysis, attention to detail, and quality of thought and expression. However, that grade is not an official grade. The final grade for Engagement will be informed by all three questionnaires and your engagement in the class throughout the term.

The Participation Pact must be completed by September 30th at midnight. It is a list of short questions through which the student can assess their commitment to the course, and what they can bring to a participatory classroom. It is an opportunity to reflect on your strengths, your developing skills, your unique learning strategies, and your responsibility to the rest of the class.

The Participation Self-Evaluation is an opportunity to assess how well you met your own commitments and learning goals in this class. It must be completed by December 9th at midnight.

Failure to complete any of these three components by their deadlines will result in a grade of 0 for Engagement.

Final Assignment: Contemporary Issue Analysis

Issues of gender and sexual equity and diversity persist in governmental, educational, news media, social media, and activist communities. Select a recent issue or event relevant to this course (i.e., either one that first erupted less than two years ago or was finally resolved within the last two years) and develop a comprehensive analysis. Trace the issue/event's development, perhaps including a timeline, key eruptions, key players and stakeholders, major positions taken, and other important factors. Design a clear, concise, and cogent presentation that lays out all this pertinent information. Provide your own insights and conclusions about what is at stake in this issue, whose rights are at risk, and what social/political changes are needed. You may use one of the following formats:

- Essay or report (minimum 2000 words)
- Prezi (minimum 10 'bubbles')
- Slide Deck (minimum 10 slides)

Part of your grade is on your ability to clearly, concisely, and cogently present your information so think about where your communication strengths best lie and work with them. The goal here is to find an issue that resonates strongly for you and to give you the opportunity to best organize your knowledge of the issue and your ability to express its urgency to others with an emphasis on evidence-based analysis. Research matters. You must have evidence of rigorous attention to facts and evidence in your issue, and some scholarly critical sources to aid your analysis. Citing five primary sources and three secondary sources is considered meeting minimum research expectations. Follow the guidelines provided by the grading rubric in D2L.

Submit in the D2L Digital Dropbox called Contemporary Issue Analysis. If your final work is a file, upload the file. Please note, only Word, PDF, KEY or PPT formats will be accepted and you may only upload ONE file. If your final work is online, provide a cover sheet (in Word or PDF) with your name and the url where I can find your work. Also, only one url will be accepted. All work must be submitted by Monday, December 12th at midnight.

Examples of relevant topics include:

- A piece of legislation such as Bill C-16 in the federal government, and Bill C-10 in Alberta
- A media or political scandal such as the Jian Ghomeshi affair or the accusations of sexual abuse against John Furlong
- A major news event such as the trial of Bradley Barton, or BLM-TO protests
- An ongoing public campaign of awareness, such as #translivesmatter, #mmiw, #ibelieveu, #endrapeoncampus, or #consentmatters

Policy for Late Assignments

Unless otherwise stated, no extensions will be granted on assignments except in cases of documented medical or personal distress. Failure to submit on time will result in a grade of F (zero).

Failure to complete all of the required exams and assignments may result in a grade of F (zero) in the course. If you complete all assignments but receive more than two Fs (including an F in Engagement), the professor reserves the right to give you a final grade of F.

It is the student's responsibility to keep a copy of all assignments in case of loss by any cause.

There will be no Registrar-scheduled final exam.

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: <http://www.ucalgary.ca/pubs/calendar/current/f-2.html>. In most cases where the final letter grade for the course is less than 1% from the next higher grade, the professor will round-up. This course does not use a bell curve – whatever mark you get is it.

Percentage	Letter	Usually Graded	Point
90 + %	A+	95	4.0
85 – 89 %	A	87	4.0
80 – 84 %	A–	82	3.7
77 – 79 %	B+	78	3.3
74 – 76 %	B	75	3.0
70 – 73 %	B–	72	2.7
67 – 69 %	C+	68	2.3
64 – 66 %	C	65	2.0
60 – 63 %	C–	62	1.7
55 – 59 %	D+	57	1.3
50 – 54 %	D	52	1.0
0 – 49 %	F	0	0

Writing Support:

The Student Success Centre offers both online and workshop writing support for U of C students.

<http://www.ucalgary.ca/ssc/writing-support>

Academic Regulations and Schedules:

Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is

<http://www.ucalgary.ca/pubs/calendar/current/index.htm>

University Guidelines on e-mail etiquette:

<https://www.ucalgary.ca/it/help/articles/email/etiquette>

Academic Accommodation:

It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at www.ucalgary.ca/access.

Emergency Evacuation/Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>;

Freedom of Information and Protection of Privacy Act: <http://www.ucalgary.ca/legalservices/foip/>

"Safewalk" Program:

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact Academic Advising at SS102 (<http://arts.ucalgary.ca/advising>). For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Contact for Students Ombudsman's Office: <http://www.ucalgary.ca/provost/students/ombuds>

About the Women's Studies Program

This course is part of the core requirements for a Women's Studies degree. The Women's 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 (wmstprog@ucalgary.ca) and check out our website: <https://arts.ucalgary.ca/womens-studies>.

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

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 Women's Studies program is administered by the Department of Philosophy. The Program Coordinator is Dr. Rebecca Sullivan (rsulliva@ucalgary.ca / wmstprog@ucalgary.ca). The Head of the Department of Philosophy is Dr. Nicole Wyatt (nicole.wyatt@ucalgary.ca / phildept@ucalgary.ca).

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

(a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),

(b) parts of the work are taken from another source without reference to the original author,

(c) the whole work (e.g., an essay) is copied from another source, and/or,
(d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://www.dianahacker.com/resdoc/>

<http://owl.english.purdue.edu/owl/resource/747/01/>