



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

WMST 201 Lec 01
Talking Gender and Sexuality
Summer 2020

Course Outline

Lectures: Asynchronous online format

Instructor: Dr. Shelley Smith
Email: sasmi@ucalgary.ca
Office Hours: N/A

TA: Maimuna Khan
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Office Hours: N/A

Communication with both the instructor and TA will be primarily by email. Telephone or video communication by arrangement/appointment.

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, and that 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

This course introduces students to the field of women's studies, and provides a helpful overview of relevant issues and concerns. We will explore the historical and political origins of women's studies, contemporary issues of social justice and misogyny, and how the field of women's studies connects with academic and activist work. Though there is strong emphasis on issues of gender and sexuality, we will also study issues such as race and disability.

Prerequisites: None.

Course Learning Outcomes

- To understand key principles and practices behind feminist and gender theory and activism;
- To understand major paradigms in gender and sexuality studies, and their political praxis;
- 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.

Participatory Classroom Philosophy

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.

Due to COVID-19, all instruction will be online through D2L. There will not be required group Zoom lectures or discussions. However, every effort to maintain a participatory and engaging environment will be made through D2L discussion boards. Participation is a critical component in achieving the course objectives and increasing personal growth through sharing views and experiences.

Required/Recommended Texts (including electronic resources)

All required readings and videos will be posted on the D2L course website.

A schedule of lectures and readings will be posted on D2L during the first week of class. Required readings, videos, and Powerpoint study guides will be posted on D2L by Sunday night prior to the scheduled weekly topic.

Course Assessment

- **D2L discussion board participation** will be ongoing throughout the semester and is worth 20%.
- **Three (3) written assignments** due Sunday, July 12th, Wednesday, July 22nd, and Friday, July 31st at 11:30pm submitted through D2L dropbox. Worth 50% total (16.67% each).
- **At home final exam (essay format)**, posted to D2L Thursday, August 13th at 8:00am, due Sunday, August 16th at 11:30pm submitted through D2L dropbox. Worth 30%.

There will not be a Registrar scheduled final exam for this course.

A passing grade on any particular component of the course is NOT essential for passing this course as a whole.

Late submissions will only be accepted with appropriate documentation and prior arrangement with the instructor. I know that we are in trying times right now, and I will work with you as circumstances require, but you must contact me prior to due dates.

D2L discussion board participation (20%)

The success of this course depends on participation and discussion. There will be a variety of ways to participate via D2L discussion boards: posting questions regarding topics/readings/videos; posting additional materials relevant to course topics; responding to posted materials; sharing views and experiences. Your grade for this component will depend on the regularity/frequency of your participation and degree of discussion and insight. For example, replying to multiple posts “I agree” or “good point” will not earn high marks.

Assignments (3 x 16.67%)

Written assignments will be in essay format and comprise the following parts: comprehension and critical evaluation of required readings/resources and reflection on relevant discussion board discourse and current events. The first assignment will be on the topics of feminism, allies, and active bystanders (due July 12th), the second assignment on feminist history and theory (due July 22nd), and the third assignment on the topics of intersectionality, privilege, oppression and social constructs (due July 31st). You will choose 1 of 2 framing questions to focus your writing. Questions will be posted to D2L 1 week prior to the assignment deadline, and responses should be approximately 3-5 pages double-spaced with citations as needed (and a reference page).

Final Exam (30%)

The final exam will be posted to D2L on Thursday, August 13th at 8:00am and is due Sunday, August 16th at 11:30pm. The format will be 2 essays (2-4 pages double-spaced each). The first essay will be a critical response to 1 of 3 questions based on assigned course material, and the second essay will be a personal reflection and evaluation.

More details regarding material covered and study suggestions will be given in advance of the exam.

Grading Scale:

A+ 96-100	B+ 80-84.99	C+ 65-69.99	D+ 50-54.99
A 90-95.99	B 75-79.99	C 60-64.99	D 45-49.99
A- 85-89.99	B- 70-74.99	C- 55-59.99	F 0-44.99

Women's Studies Program Course Policies

Course Content:

Even though this course will be entirely online, classroom policies and standards will apply to all online engagement.

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.

Some of the materials and topics in this class 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 Wellness Centre

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

Alberta Mental Health Hotline

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

Calgary Communities Against Sexual Abuse Hotline

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

Trained peer supporters are also available on campus at the following centres:

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)

Faith and Spirituality Centre

(<http://www.ucalgary.ca/fsc/> 3rd Floor, MacEwen Centre)

Native Centre

(<https://www.ucalgary.ca/nativecentre/> 3rd Floor, MacEwen Centre)

For more resources, you are encouraged to consult the Campus Mental Health Strategy.

<http://www.ucalgary.ca/mentalhealth/>

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

Students are expected to keep up to date with all required posted content on D2L including regular engagement and review of all online discussions. Students are responsible for reading all course announcements on D2L and regularly checking their ucalgary email.

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 previously provided.

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>

Student-Instructor Communication

Students should, as a first point of contact, email the course TA. Deadline extensions must be approved by the instructor prior to the assignment deadline.

The instructor and TA will endeavor to respond to emails within a day after receiving the message Monday to Friday. Emails may not be responded to during the weekend. If the student emails a question that is fully addressed by the syllabus, Student Code of Conduct, or posted on D2L, the instructor or TA will not reply. Therefore, if you don't receive a response that probably means you can find the answer somewhere yourself. If your question requires an extensive response, the instructor or TA may request that you communicate via telephone or video chat.

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 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.

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 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..."

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 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, while still maintaining your commitment and focus on the participatory classroom.

About the Women's Studies Program

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 listing on the Faculty of Arts website: 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.

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 Women's Studies program is administered by the Department of Philosophy. The Women's Studies Program Coordinator is Joe Kadi (jkadi@ucalgary.ca / wmstprog@ucalgary.ca). The Head of the Department of Philosophy is Nicole Wyatt (nicole.wyatt@ucalgary.ca).

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/policies/files/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/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.

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 example, the weight of a missed grade may be added to another assignment or test. 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.

For questions specific to the philosophy program, please visit phil.ucalgary.ca. Further academic guidance is available by contacting David Dick (Undergraduate Program Director dgdick@ucalgary.ca) or Jeremy Fantl (Honours Advisor jfantl@ucalgary.ca). If you have questions regarding registration, please email Rebecca Lesser (Undergraduate Program Administrator phildept@ucalgary.ca).

You may find answers to your more specific questions about a degree in Women's Studies at the University Calgary at <https://arts.ucalgary.ca/womens-studies> or contact the Coordinator of the WMST 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.

Online Resources and Electronic Devices

Important information and communication about this course may be posted on D2L (Desire2Learn), UCalgary's online learning management system. Visit ucalgary.service-now.com/it for how-to information and technical assistance.

The instructor reserves the right to establish specific course policies regarding the use of electronic devices. If permitted, the use of devices must be exclusively for instructional purposes, and without disruption to the instructor or fellow students. Devices should be set to silent mode during lectures. Audio or video recording of lectures is not permitted without the written permission of the instructor. 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.pdf) and requirements of the copyright act (laws-lois.justice.gc.ca/eng/acts/C-42/index.html)