



UNIVERSITY OF  
CALGARY

FACULTY OF ARTS  
DEPARTMENT OF PHILOSOPHY

**WMST201-01**

**Winter Term 2018**  
**Talking Gender and Sexuality**  
**Course Outline**

**Classes: Mon./Wed./Fri., 2:00 to 2:50 p.m., Taylor Institute, Forum**

**Instructor: Joe Kadi**

**Office: Social Science 1206**

**Office Phone: Please email**

**Email: [jkadi@ucalgary.ca](mailto:jkadi@ucalgary.ca)**

**Office Hours: Mondays and Wednesdays, 3:30 to 4:30 p.m.**

**TA: Arlin Daniel**

**Email address: [ddaniel@ucalgary.ca](mailto:ddaniel@ucalgary.ca)**

**TA Office Hours: Wednesday 12:30 to 1:30.**

**Course Description**

This course introduces students to the field of women's studies, and provides a helpful overview of relevant issues and concerns. The creation of women's studies is one of the significant achievements of the second-wave feminist movement. Feminists worked for many years to create a place in the academy to study and reflect on issues of gender, race, sexuality, and class, both globally and locally. While there will be a strong emphasis on issues of gender and sexuality in this class, we will also be exploring other issues such as race. And because the discipline of women's studies has been connected with feminist community organizing and social change work, we will examine how the field of women's studies connects academic and activist work.

**Prerequisites: None.**

**Course Learning Outcomes:**

- To understand key issues in women's lives, and the lives of marginalized communities.
- To gain knowledge of important historical forces and events.
- To appreciate the practical implications of feminist analysis in everyday life.
- To consider gender, race, and sexuality, in both social terms and personal terms.
- To develop critical thinking skills.
- To become a more conscious, self-reflective person.
- To create a vibrant learning community based on participation and respect.
- To understand what social change is, and how it has impacted, and continues to impact, our world and our lives.

**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 professor. 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.

**Student Agreement and Other Important Matters:**

Students are expected to carefully read the Student Agreement, and abide by it, after our first class. The Student Agreement explains important issues having to do with creating a respectful environment, ensuring confidentiality, setting up a distraction-free classroom, and so forth. If a student has concerns about the Student Agreement and needs to speak to the instructor in order to negotiate a modified agreement, this must be discussed in person. Otherwise, all students will be expected to follow the guidelines stated in the Agreement.

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.

Use of recording technologies in class is prohibited.

A D2L portal has been set up for this course which allows for group correspondence, course announcements, assignment submissions, and other forms of communication. Students are expected to check D2L, and their email, regularly.

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

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-5.html>

**Required/Recommended Texts (including electronic resources):**

Articles will be posted on our D2L site.

You will also need to purchase: Suzuki, David, *The Legacy*, (Vancouver: Greystone, 2010).

This book is available from the UC bookstore.

**Course Assessment**

- Active Bystander mandatory training, with two quizzes, first one worth 5%, second one worth 10%. First quiz due on or before February 15. Second quiz due on or before February 28. Dates for bystander training are January 24 and January 26.
- Reading Comprehension and Self-Reflection, three assignments done in-class, each worth 15%. February 5, February 26, April 2.

- Social Media Awareness and Activity, worth 15%. Due March 9, noon, submitted over D2L Dropbox.
- Final take-home exam, worth 25%. Handed out April 11. Due at 9 a.m., April 13. Submitted over D2L Dropbox.

***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 February 15 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. It is due on or before February 28. Failure to take the quiz before the Feb. 28 deadline will result in a grade of 0 – no exceptions.

On January 24 and 26, 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 you cannot attend all or part of the training provided in class, you must provide the instructor with document, and then attend another session offered by the university before February 15. The training manager will notify me that you have completed the training.

Once you provided the professor with confirmation that you have completed training, you can take the post-training quiz. That quiz remains open until February 28. Failure to complete on time results in a forfeiture of 10% of your final grade.

***In-class Reading Comprehension Quizzes (3 X 15%, for 45% of the grade).***

These in-class assignments (done with closed books) will occur on Feb. 5, Feb. 26, and April 2. Students will be asked to explain general concepts, ideas, and theories from the articles they have read that day. This will not involve memorizing word for word from the text, but will be a chance for students to explain these concepts in their own words. Each assignment is worth 15 percent, adding up to a total of 45 percent of the overall grade. They will occur at the beginning of class, and will take 60 minutes of the class to complete. If a student notifies the professor ahead of time that they will be missing class on one of these days, that student will be able to make up the assignment, by coming to the instructor's or the TA's next office-hour time. If a student does not notify the professor ahead of time that they will be missing class on one of these days, then that student will not be able to make up the assignment and they will receive 0 on the assignment. Notification from the student (regarding their absence on that day) will be given through email; the email must be in the professor's inbox before the start of class on the day of the assignment.

### ***Social Media Activism and Awareness, worth 15%.***

Students will engage in social media activism for at least 3 weeks. They will catalogue what they have done, and include printed copies (screen shot) of online commentary when they hand in their assignment on noon on March 9, submitted through the D2L Dropbox. Students will choose to follow 2 or 3 groups or individuals, and engage with that individual or group in an ongoing fashion. This could be done by responding to a blog post, commenting on a FB post, share their thoughts in the 'comment' threads of a site. When printing out their examples, they will ensure that the date and time of posting is included.

This is an assignment based on engaging with social media in thoughtful ways that illustrate the ideas and concepts in our course material – when you hand in the assignment, there must be evidence of your ability to connect online engagement work with our course readings and concepts. Students will curate and catalogue what they've done, and show a thoughtful approach to mindfully shaping a public online profile for themselves.

Who will you follow online? There are literally thousands of individuals and groups online with some connection to feminism and women's studies. Students can take the time to reflect on their own interests and desires in choosing their people or groups. They can look at examples (such as Gutsmagazine.ca, everydayfeminism.com, JanetMock.com, #Calgary Gets Consent, feministing.com) in order to get ideas about what is out there.

Students may have a good reason to use a pseudonym for their online postings. If this is the case, an explanation must be included in the report.

In order to achieve a passing grade, students must have completed a minimum of two online engagements for each of the 3 weeks (that is, six comments). They will provide thoughtful, well-organized, clear answers to these questions:

- What did you want to learn about?
- Who did you choose to follow (online), and why?
- What did you learn from following this person's online presence?
- How did following this person online connect to our course material? Note: specific references, with APA citations, to course material, must be given.
- What are useful techniques to keep in mind, when engaging with people online?
- What have you learned from this assignment?

It is not necessary for students to write an essay to explore the above questions. It is necessary for each student to write thoughtful answers to each question. In order to achieve a passing grade, students must complete a minimum of two online engagements for each of the 3 weeks, and create a report which answers each of the questions listed above.

You are graded on: providing proof of and completing an appropriate amount of online work, and answering each question listed above. The more detailed your answers are, and the connections you are able to make to our course work, the higher your grade will be.

### ***Final, take-home Exam, worth 25%:***

This will be handed out in class on April 11. The exam will be set up in such a way that students are able to provide the instructor with evidence of their ability to explain course material in their own words, illustrate the depths of their critical/holistic thinking skills, and show that they are able to make connections between our course readings, our class discussions, and important social issues of our day. The exam will be due at 9 a.m., on April 13, and must be submitted through the Dropbox of our D2L site.

## Registrar-Scheduled Final Exam

There will not be a Registrar-Scheduled final exam in this course.

### Grading Scale

A+	96 – 100%	C+	65 – 69.99%
A	90 – 95.99%	C	60 – 64.99%
A -	85 – 89.99%	C -	54 – 59.99%
B+	80 – 84.99%	D+	53 – 54.99%
B	75 – 79.99%	D	50 – 52.99%
B -	70 – 74.99%	F	0 – 49.99%

### Late Assignments

Assignments submitted after the deadline will be penalized with the loss of a letter grade (e.g.: A- to B+) for each day that they are late.

### Course Policies:

#### About the Women's Studies Program

This course may be counted toward 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](mailto: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 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](#)

### Treaty Acknowledgement:

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which includes the Blackfoot Confederacy (comprised of the Siksika, the Piikuni, and the Kainai) as well as the Tsuut'ina and the Stoney Nakoda (including Chiniki, Bearspaw, and Wesley First Nations). The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River. The University recognizes the traditional Blackfoot name of this place, Moh'kins'tsis, now known as the City of Calgary. The University recognizes that the City of Calgary is also home to Region III of the Métis Nation of Alberta. By virtue of the signing of Treaty 7, in 1877, the university recognizes that we are all treaty people. The City of Calgary is home to a culturally diverse community. Together, we share this land, strive to live together, learn together, walk together, and grow together "in a good way." *ii' taá' poh' to' p*

## **Content Warning:**

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, and a university classroom holds high standards of research, evidence, and analytical proof.

Students need to listen attentively 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/> 4<sup>th</sup> 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/> 2<sup>nd</sup> Floor, Mac Hall, near The Den).

If you have a serious concern about the instructor's conduct, you may speak in full confidence to either the Women's Studies Coordinator ([wmstprog@ucalgary.ca](mailto:wmstprog@ucalgary.ca)) or the Head of the Department of Philosophy ([phildept@ucalgary.ca](mailto:phildept@ucalgary.ca)) Please note, Women's Studies is a program that 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. 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 wellbeing, age, citizenship status, and reproductivity.

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.,
- 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

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 and/or desired.

## **Schedule of Lectures and Readings**

This will be handed out the first day of classes.

## **Student Advising and Information Resources**

- General Academic Concerns and Program Planning– Have a question but not sure where to start? The Arts Students' Centre is your information resource for everything in the Faculty of Arts. Drop in at SS102, call 403-220-3580, or email [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca). Advisors in the ASC can also provide assistance and advice in planning your program through to graduation. Visit the Faculty of Arts website at <https://arts.ucalgary.ca/undergraduate> for detailed information on common academic concerns.

- **Advice on Women's Studies Courses** - You may find answers to your more specific questions about a degree in WMST in the University Calgary <http://www.ucalgary.ca/pubs/calendar/current/arts-4-66.html> or contact the 2015-16 Coordinator of the WMST Program, Dr. Rebecca Sullivan [rsulliva@ucalgary.ca](mailto:rsulliva@ucalgary.ca)

## **IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION**

### **Academic Honesty**

Cheating or plagiarism on any assignment or examination is regarded as an extremely serious academic offense, the penalty for which may be an F on the assignment, an F in the course, academic probation, or requirement to withdraw from the University. See the relevant sections on 'Academic Misconduct' in the current University Calendar. 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 correct referencing, consult your instructor.

### **Academic Accommodation**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their instructor.

### **D2L Help**

Desire2Learn is UCalgary's online learning management system. Important information and communications about this course may be posted on D2L. Go to <https://ucalgary.service-now.com/it> for help.

### **General Academic Concerns and Program Planning**

Have a question but not sure where to start? The Arts Students Centre is your information resource for everything in the Faculty of Arts. Drop in at SS102, call 403-220-3580, or email [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca). Advisors in the ASC can also provide assistance and advice in planning your program through to graduation. Visit the Faculty of Arts website at <https://arts.ucalgary.ca/undergraduate> for detailed information on common academic concerns

### **Registration Overload/Prereq Waivers**

If you are seeking to register in a Philosophy course that is full or to get permission to waive the prereqs for a course, email the Department Manager, Tram Nguyen ([tram.nguyen1@ucalgary.ca](mailto:tram.nguyen1@ucalgary.ca)). Include the specific course information and your UCID number in your request.

### **Writing**

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented. Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of



writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

### **Protection of Privacy**

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act. The Department of Philosophy ensures the student's right to privacy by requiring all graded assignments be returned to the student directly from the instructor or teaching assistant.

### **Internet and Electronic Communication Devices**

The instructor reserves the right to establish course policies regarding the use of devices such as laptops, tablets, and smartbooks. If allowed, these devices must be used exclusively for instructional purposes and must not cause disruption to the instructor or to fellow students. Cell phones and paging 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

### **Emergency Evacuation:**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

### **Other Helpful Contacts**

- Safewalk and Campus Security: 403-220-5333.
- Faculty of Arts Student Representatives: 403-220-6552, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)
- Student Union: <https://www.su.ucalgary.ca/>; 403-220-6551.
- Student Ombudsman: <http://www.ucalgary.ca/provost/students/ombuds>
- Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>