



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

WMST 201-01
Talking Gender and Sexuality
Winter Term 2019

Course Outline

Lectures: Tuesdays/Thursdays 2 – 3:15 p.m., ENE 243

Instructor: Joe Kadi
Office: Social science 1206
Office Phone: Please use email
Email: jkadi@ucalgary.ca
Office Hours: Thursdays 12:15-1:15, or by appointment. Open Forum Tuesdays 3:30-4:30 p.m.

Teaching Assistant: Joshua Stein
Office: Social science 1227
Email: joshua.stein@ucalgary.ca
Office Hours: Tuesdays 3:30-4:30, or by appointment.

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, 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. 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 the lives of people marginalized due to their gender and/or sexuality.
- 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, grounded in principles of social justice.
- To become a more conscious, self-reflective person.
- To create a vibrant learning community based on participation, empathy, and respect.
- To understand what social change is, and how it has impacted, and continues to impact, our world and our lives.

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 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.

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. Engagement is encouraged, and not forced. Aligning personal goals with our braver space guidelines and intentions will be helpful.

Required/Recommended Texts:

All readings are available on D2L. It is the responsibility of the student to secure permanent copies of the readings at the beginning of term, and deal with any technological malfunctions; the instructor cannot help with this.

Course Assessment

This course offers no re-takes or make-up assignments. Requesting extensions on assignments should be done well ahead of the due date. If you wish to discuss a grade with the TA or the instructor (depending on which person graded that particular assignment), you must do so during office hours. You will be expected to reflect upon your assigned grade in the context of the course guidelines and any rubrics.

Unless otherwise stated, assignments for the D2L drop-box must be submitted by 11:59PM on the due date.

Assignment Overview:

- Student engagement, 10 percent of final grade, 4 parts, due Jan. 22, Jan. 22, Feb. 8, April 9.
- Bystander training, 10 percent of final grade, online quiz due Feb. 7.
- GBA+, 10 percent of final grade, online course completed and certificated uploaded by Feb. 28.
- Two group quizzes on reading comprehension, in class, 12.5 percent each, 25 percent of final grade, first quiz Feb. 5, second quiz Feb. 26.
- Social media awareness assignment, 20 percent of final grade, due March 12, 11:59 p.m.
- Final take-home exam, 25 percent of final grade, handed out April 11, due April 13, 11:59 p.m.

Student Engagement

Four separate online questionnaires must be completed in order to receive an engagement grade. The final grade for Engagement will be informed by all four questionnaires and your engagement in the class throughout the term. All four are available through Quizzes in D2L. (They won't be graded, per se, but Quizzes is a versatile function that works well for these questionnaires). *Failure to complete any of these four components by their deadlines will result in a grade of 0 for Engagement.*

The Student Code of Conduct Agreement must be completed by January 22, 2019. It is a series of Y/N questions. If you answer NO for any of them, you must provide an explanation in the final question.

The Participation Pact must be completed by January 22, 2019. It is a list of short questions through which the student can assess their commitment to the course.

Library Participation must be completed by February 8, 2019. These questions will help students retain knowledge from the first library experience, and prepare them for the second library experience.

The Participation Self-Evaluation must be completed by April 9, 2019. It provides an opportunity to assess how well you met your own commitments and learning goals in this class.

Bystander Intervention Training

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. Bystander Intervention 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.

There will be a quiz available on our D2L site; students can complete the quiz after the training has taken place. The deadline for completing the quiz is February 7, 2019.

GBA+

Status of Women Canada offers online certification in "Gender-Based Analysis Plus." The training program takes approximately 2 hours and there is a required quiz at the end for which you must receive a grade of at least 80% to receive your certification. Submit a copy of your certification in the D2L Dropbox labeled "GBA+" to receive your grade. <https://www.swc-cfc.gc.ca/gba-acsc/course-course-en.html> The deadline for completing GBA+ is **February 28, 2019**.

Group Quizzes

These closed-book, in-class quizzes will occur on **February 5 and February 26, 2019**. 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. The quizzes will be done in the small groups that were set near the beginning of the term. Keep in mind that it is important to prepare well for these quizzes, given that your own grade and the grade of your fellow students depends upon it. If you are concerned that your reading comprehension skills are not strong, you would be well-advised to meet with the TA or instructor during office hours, to get helpful ideas about how to strengthen them. Each quiz is worth 12.5 percent of the final grade.

Social Media Activism and Awareness

This is an assignment based on engaging with social media in thoughtful and appropriate ways. Students will engage in social media activism for at least 3 weeks. Students will choose to follow a minimum of 2 groups or individuals, and a maximum of 4, and engage with those individuals or groups in an ongoing fashion. This could be done by responding to blog posts, commenting on FB postings, sharing their thoughts in the 'comment' threads of a particular site. Please ensure that you include the date and time of posting your commentary.

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 wish to use a pseudonym for their online postings. If this is the case, an explanation must be included in the report, along with a clear indication of what online name you have chosen to use.

The final aspect of this assignment is creating a final report, which will provide thoughtful, well-organized, clear answers to these questions:

- Who did you choose to follow (online), and why?
- 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? Are there connections between these techniques and our course work?
- What have you learned from this assignment?

Please note that you will answer each question once, using examples and insights from all of your social media interaction. (That is, you will not answer the first question in relation to your first social media site and then answer it again in relation to your second social media site.) In other words, the report allows you to pull together what you have learned from the *entire experience*. The report will be at least four double-spaced pages, 12 point font, minimal spacing.

Grading this assignment:

In order to achieve a passing grade, this assignment must contain:

- *proof of curating and cataloguing your online engagement creatively and effectively.
- *proof of completing a minimum of two online engagements for each of the three weeks spent curating this assignment (for a total of six comments).
- *appropriate background material about the social media site and/or person you have been following, so that the context of your personal commentary is obvious to the reader.
- *a final report consisting of detailed, specific answers to each of the four questions, listed earlier. The report will be a minimum of four, double-spaced pages, 12 point font, minimal spacing.
- *a final report that is comprehensive and well-written.
- *a final report that cites at least three independently sourced peer-refereed scholarly sources, and at least three assigned course readings.

Creating the document to upload on D2L:

Students must carefully curate their instances of social media engagement, including date and time stamps, into a readable, aesthetically designed document. The final report/essay must be included at the beginning of the document. Working in MS Word and saving as PDF is strongly recommended as that preserves all original formatting. If you wish to use a format other than PDF, please confirm first with the instructor.

Failure to produce a document that is legible, or if your document is corrupted, improperly labelled, overly large, or for any other reason fails to open in D2L, or if you submit more than one file, or submit a file other than PDF without prior permission from the instructor, may result in a grade penalty of either one full letter grade deduction or 0 (F).

Final Exam

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 11:59 p.m., on April 13, and must be submitted through the Dropbox of our D2L site.

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 (including Engagement) may result in a grade of F (zero) in the course. If you complete all assignments but receive more than two Fs, 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.

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.

Grading Scale

Percentage	Letter	Usually Graded	Point	Description
96 + %	A+	97	4.0	Outstanding
90 – 95 %	A	92	4.0	Excellent
85 – 89 %	A–	87	3.7	Approaching Excellent
80 – 84 %	B+	82	3.3	Exceeding Good
75 – 79 %	B	77	3.0	Good
70 – 74 %	B–	72	2.7	Approaching Good
65 – 69 %	C+	67	2.3	Exceeding Satisfactory
60 – 64 %	C	63	2.0	Satisfactory
55 – 59 %	C–	57	1.7	Approaching Satisfactory
53 – 54 %	D+	54	1.3	Marginal Pass
50 – 52 %	D	52	1.0	Minimal Pass
0 – 49 %	F	0	0	Did Not Meet Requirements

Women's Studies Program Course Policies

Course Content:

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, MacEwan 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, MacEwan Centre)

Native Centre

(<https://www.ucalgary.ca/nativecentre/> 3rd Floor, MacEwan 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

A Student Code of Conduct Agreement is part of this course, available on D2L. 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 that was provided during regular class meetings.

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

Students are welcome to bring portable word processing devices (tablets, laptops, airbooks, Acer, anything you got) to take notes in class. Using your device to go online for any reason – unless the instructor gives you direction to do so for class-related purposes – 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.

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-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 after 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. Therefore, if you don't receive a response within three business days that probably means you can find the answer somewhere yourself. The instructor may respond to your email query with the request that you come meet with them in person to discuss. Please note, that the university's regular business hours are 8:30-4:30.

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 wellbeing, 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 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](#)

[Faith and Spirituality Centre](#)

[Native Centre](#)

[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 Joe Kadi (jkadi@ucalgary.ca / wmstprog@ucalgary.ca). The Head of the Department of Philosophy is Nicole Wyatt (nicole.wyatt@ucalgary.ca / phildept@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 will be an F on the assignment or an F in the course, and possibly a disciplinary sanction such as probation, suspension, or expulsion. See the relevant section K.5 on 'Academic Misconduct' in the current University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-5.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 correct referencing, consult your instructor.

Academic Accommodation

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities <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. 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/advising> 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 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.

Registration Overload/Prerequisite Waivers

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

Writing

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.

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 ,
arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, 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/>