



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

WMST 201.01
“Talking Gender and Sexuality”
Winter Term 2020

Course Outline

Lectures: ST 135, Mondays 5:00 – 7:45 PM

Instructor: Dr. Rebecca Sullivan
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Revised Course Outline in response to university closure and online course delivery effective March 16, 2020.

♥♥ Clean Hands. Clear Heads. Open Hearts. ♥♥

Land Acknowledgement

The University of Calgary resides upon the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut’ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III. The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River; the traditional Blackfoot name of this place is “Moh’kins’tsis”, which we now call the City of Calgary.

ii’ taa’poh’to’p, the Blackfoot name of the University of Calgary’s Indigenous Strategy, was bestowed and transferred in ceremony by Kainai Elder Andy Black Water on June 21, 2017. The name signifies a place to rejuvenate and re-energize while on a journey. Traditionally, these places are recognized as safe, caring, restful – and offer renewed energy for an impending journey. In a traditional naming ceremony, transitioning into the new name is a journey of transformation towards self-actualization.

Course Description

An interdisciplinary and intersectional examination of the social and cultural constructions of gender and sexuality. Uses a series of case studies involving historical events and current affairs to discuss how ideas about gender and sexual identity shape our social systems, cultural expression, and political values. The Canadian context is emphasized.

Prerequisites: There are no prerequisites for this course

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 that shape our understanding of gender and sexuality

- To appreciate the practical implications of a gender and sexuality lens on issues that concern us all
- To develop rigorous and self-reflective critical thinking and communication skills grounded in principles of gender and sexual justice
- To refine personal learning outcomes and practical steps for their achievement
- To create a vibrant learning community based on participation, empathy, and respect

Content Warning

Some of the materials and topics in this class may include explicit written or audio-visual content (violence, sexuality, objectionable or illegal conduct). If these materials make you uncomfortable, you are encouraged to speak with the instructor. You will not be exempt from any assigned work but we will work together to accommodate your concerns. This class respects difference and diversity while welcoming thoughtful, critical debate and discussion.

Participatory Classroom Philosophy

In our participatory classroom, students will be expected to engage in a number of ways, from dyads to small groups to full class. No student will be placed in an inappropriate or risky situation, and all students are encouraged to bring their “braver space” intentions (see Code of Conduct). Attendance matters, but active engagement in classroom discussions, grounded in solid preparation and mindful self-reflection matters more.

Required/Recommended Texts (including electronic resources):

All readings are available through D2L. Some may require additional searching either through Google or the university library catalogue. It is the responsibility of the student to secure permanent copies of the readings at the beginning of term.

Course Assessment

This course offers no re-takes or make-up assignments. You are encouraged to speak with the instructor about your assessment goals and ask for assistance prior to any due dates. If you wish to discuss a grade with the instructor, you must make an appointment during office hours. There will be the expectation that you can reflect upon your assigned grade in the context of the course guidelines and any rubrics.

Unless otherwise stated, assignments must be submitted by 11:59PM on the due date.

There are two streams available to students:

Stream 1:

Assignment	Due Date	Weight (70 total points)
Student Engagement	Throughout	5
Bystander Intervention	January 20th / March 20th	10
GBA+	February 28th	5
Reflection / Response	Throughout	25
Activism Awareness	February 24th / April 3rd	25
Final grade is assessed out of 70		

Stream 2:

Assignment	Due Date	Weight (100 total points)
Student Engagement	Throughout	5

Bystander Intervention	January 20th / March 20th	10
GBA+	February 28th	5
Reflection / Response	Throughout	25
Activism Awareness	February 24th / April 3rd	25
Reflection Essay	April 19th	30
Final grade is assessed out of 100		

Student Engagement

Three separate online questionnaires must be completed in order to receive an engagement grade. The final grade for Engagement will be informed by all three questionnaires and your engagement in the class throughout the term. *Failure to complete any of these three components by their deadlines will result in a grade of 0 for Engagement.*

D2L Quizzes

Student Code of Conduct Agreement

Deadline: January 26th, 11:59 PM.

The Student Code of Conduct is a series of Y/N questions. If you answer NO for any of them, you must provide an explanation in the final question. Please note, the quiz is set up so that all Yes answers are marked as zero. That way, the instructor can easily see if you replied No to any. Ignore the grading!

ITP Metrics

Participation Pact

Deadline: January 26th, 11:59 PM

The Participation Pact has two functions. First, it gives you the opportunity to provide some feedback to the instructor about your participation strategies and how you would like to be supported. Second, through ITP Metrics, it sorts members into groups to (hopefully!) ensure better diversity and cohesion. If you miss the deadline, *you will not only receive a zero for Student Engagement, but you will also not be assigned a group and therefore receive a zero on all group assignments.*

D2L Quizzes

Participation Reflection

Deadline: April 8th, 11:59 PM.

The participation reflection an opportunity to assess how well you met your own commitments and learning goals in this class. Quizzes is used because it is a more versatile feature in D2L than Surveys.

Both the Participation Pact and Participation Self-Evaluation will be assessed based on depth of self-critique, attention to detail, and quality of thought and expression.

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.

Students must complete the Bystander Intervention Training program offered by the University of Calgary. The program will be offered in-class on January 20th. Attendance will be taken to ensure that you have taken the training. You must attend the training in full in order to be cleared to take the post-training test – arriving late may make you ineligible. 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 miss

any portion of the training offered in class, you must make it up on your own. You can sign up for training here: <https://www.ucalgary.ca/currentstudents/ucalgarystrong/bystander>.

There will be a quiz available on our D2L site. You must receive a minimum grade of 85% and have proof that you completed the program to receive a grade. Your final grade will be what you earned on the quiz (if 85% or more), or an F (0) if you either do not complete the quiz or fail to earn at least 85%. You can take the quiz two times. If you fail to make 85% after two attempts, you must re-take the training before you can try again. If you fail to make 85% after four attempts, you will receive a grade of F. The deadline for completing Bystander Intervention training and the quiz is **March 20th at 11:59 PM**.

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>. This is a Pass/Fail assignment - you either receive 100% or 0. The deadline for completing GBA+ is **February 28th at 11:59 PM**.

Reflection / Response

The personal reflection and group worksheets for March 16th – April 6th have been replaced with online quizzes available through D2L until April 10th. Please go to Content > Table of Contents > Worksheets > WMST201 Online Reflection to see a PDF of the quiz questions and instructions. Expectations for quality of content and form remain the same: clear, detailed, grammatically correct, and respectful in tone. For more details, see below.

Every week, you must prepare a brief (@ 200 word) reflection on the week’s readings. What stood out to you? What was a key learning moment? What questions did they provoke for you? This is a reflection, not a research writing assignment. Therefore, you can write in the first person and while you should refer directly to the assigned readings, a bibliography is not required.

We will spend the first 15 minutes of each class in assigned groups. You will share your reflection with your group members and then, collectively, your group will fill out the Reading Reflection Response worksheet. It will be collected before the lecture commences. Then, toward the end of class, your group will work together to complete a Learning Outcomes worksheet. Both worksheets are available on D2L > Content > Worksheets

You must submit ALL reflections AND worksheets in class. Nothing will be accepted online. Failure to put your first and last name on your reflection or worksheets will result in a grade of zero.

This is a Pass/Fail assignment worth a total of 25% (1% for every reflection, 1% each for your full participation in both group worksheets, -5 marks for absences). However, you must meet the following expectations in order to receive credit:

- Your reflection is either type-written or legibly hand-written
- Your full name appears at the top of the sheet
- Your reflection is approximately 200 words
- Your reflection is free from typographical, grammatical, and spelling errors
- Your reflection directly references at least one of the assigned readings
- Your reflection is respectful in tone and content
- Your group worksheets are legibly hand-written

- The full names of all group members present appears at the top of the worksheets in the correct fields
- Your group honestly answers all questions on the worksheets (dishonesty results in a group grade of 0%)
- Your group completes all questions on the worksheets and adheres to all instructions / requirements
- Your group worksheets are free from typographical, grammatical, and spelling errors
- Your group worksheets are respectful in tone and content

The Reflection / Response commences on January 27th and ends on April 6th. That is a total of 10 weeks.

Activism Awareness

Working with your assigned group, you will create a visual presentation project about a gender or sexual activist. This can be an individual or group. To be clear: no oral presentation is required. A visual presentation could be a slide deck, a Prezi, an infographic, a brochure, a toolkit, or another medium.

You must have your topic approved. An Activism Awareness Topic Approval quiz is available on D2L. Again, just using the Quiz feature because it is the most versatile. ***Complete the quiz no later than February 24th at 11:59 PM.*** If you miss the deadline, your final project grade will be deducted by one full letter grade (e.g., from A to B). Once the topic is approved, you cannot change it.

There's no one right way to complete this project. However, all projects must contain at least the following:

- All social media contacts for your activist
- A clear statement of the activist cause / issue
- A background sketch about the activist. This could include some historical context, relevant biographical information, organizational structure, etc.
- For whom would this activist resource be the most accessible and helpful?
- Any controversies or criticisms related to the activist
- Other related activists doing similar work
- References (including at least 5 peer-refereed sources)

A worksheet is provided in D2L > Content > Worksheets to help you develop your material for the presentation.

Your presentation will be assessed based upon the quality of the presentation and its elements; the depth and complexity of the analysis; the rigour of the evidence; and the clarity of your insights. See the visual presentation rubric in D2L > Content > Rubrics for more details. The presentation must be submitted to the D2L Dropbox group folder "Activism Awareness" by **April 3rd at 11:59 PM.**

Reflection Essay

We cover a lot of material in this course, much of it deeply personal and affective. Some of the topics will resonate more than others. For your final assignment, you must select the two topics (based on the weekly schedule) that not only were of the most interest to you but also best interconnected and improved your understanding of the other. Using those two topics as your launch point, select a reference point of personal interest to you and synthesize and thoughtfully apply what you learned in the class to your reference point.

Another way of thinking about your reference point is as a focal lens. It could be in reference to your taste and style in entertainment; your attitudes and beliefs about gender and sexuality; your prior

understanding of a political ideology or platform; or your awareness of global diversity in gender and sexual justice. You must demonstrate growth in your education either through a transformed perspective or a deeper, more profound understanding of your own values.

Crucial to the success of your essay is that you BE SPECIFIC with your reference point. For example:

- Doing media representation and queer/trans activism? How about the Captain America trilogy?
- Doing reproductive rights and sex/gender/sexuality? How about trans parenting supports in Calgary?
- Doing decolonizing gender and gender/sexual violence? How about the MMIW Inquiry final report?
- Doing masculinities and bystander intervention? How about The Good Men Project?

You must incisively cite all the readings from the two selected weeks, as well as a minimum of three assigned readings from other topics. You must also incorporate research from a minimum of three scholarly, peer-refereed sources. The essay should be 1,500-2,000 words in length and conform to the scholarly assignment rubric. See D2L > Content > Rubrics.

Reflection essays are due **April 19th at 11:59 PM**, and are only accepted online in the D2L Dropbox Folder, "Reflection Essay." Your last name must be included in the filename (e.g., Sullivan Reflection Essay.docx), or your final grade will have one ½ letter grade deducted. Only MS Word documents will be accepted and if you submit a different file type or embed a file formatting error, you will receive a grade penalty ranging from a ½ letter grade deduction to an F (failure). PROTIP: The most common formatting error is submitting a template (*.odt).

Students are eligible for an Office 365 subscription with their U of C IT account/email with which they may install and activate the Microsoft Office program suite on up to 5 devices. They may download the Microsoft Office installation file by signing into their email online at <https://office365.ucalgary.ca> and selecting "Install Office Apps" from their main Office 365 portal page. Once the Microsoft Office suite is installed, they may activate the license by signing in with their @ucalgary.ca email.

Policy for In-Person Assessments and Absences

Effective March 16th, all required course delivery will be online and asynchronous. There are no requirements to participate in any live Zoom or Chat sessions. Please check D2L > Content > Lecture PDFs and Content > Yuja for lectures. Any scheduled Zoom or Chat sessions will be posted on D2L using NEWS.

As per the University of Calgary Calendar G.1.1., a student who is absent from an in-person assessment in a course will receive a grade of zero on the assessment. If a student communicates with the instructor and explains the circumstances around the absence, the instructor may transfer the percentage weight for the assessment to another component of the course (such as the final examination), set another assessment, or make other alternative arrangements. An instructor will normally make this decision based on the information provided by the student. The instructor may ask for supporting documentation to confirm an absence. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note. For more information on Supporting Documentation, see <https://ucalgary.ca/pubs/calendar/current/m-1.html>

If you complete less than 30% of all assignments, the Instructor may assign you a final grade of F. If you complete all assignments but receive more than two Fs, the instructor may assign you a final grade of F. For the purposes of this course, the Reflection / Response assignment is treated as one assignment worth 25%.

It is the student's responsibility to keep a copy of all assignments and to follow all instructions for completion and submission 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:
<https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

In most cases where the final letter grade for the course is less than 1% from the next higher grade, the instructor will round-up. This course does not use a bell curve – whatever mark you get is it.

Percentage	Letter	Usually Graded	Point	Description
96 + %	A+	97	4.0	Outstanding
90 – 95.9 %	A	92	4.0	Excellent
85 – 89.9 %	A–	87	3.7	Approaching Excellent
80 – 84.9 %	B+	82	3.3	Exceeding Good
75 – 79.9 %	B	77	3.0	Good
70 – 74.9 %	B–	72	2.7	Approaching Good
65 – 69.9 %	C+	67	2.3	Exceeding Satisfactory
60 – 64.9 %	C	62	2.0	Satisfactory
55 – 59.9 %	C–	57	1.7	Approaching Satisfactory
53 – 54.9 %	D+	54	1.3	Marginal Pass
50 – 52.9 %	D	52	1.0	Minimal Pass
0 – 49.9 %	F	0	0	Did Not Meet Requirements

WOMEN'S STUDIES COURSE CONDUCT

Student Conduct

A Student Code of Conduct Agreement, available on D2L, is part of this course. It is a required component of the class (see "Engagement"). Students are expected to attend class regularly. They must come prepared and ready to work.

Responsibility for fulfilling the requirements for all aspects of the course resides with the student. The professor will not give out lecture notes, repeat information, nor provide replacement copies of material provided during regular class meetings.

Students must adhere to the Principles of Conduct, both Academic and Non-Academic, as outlined in the University of Calgary Calendar: ucalgary.ca/pubs/calendar/current/k.html

Course Technology

Students are welcome to bring portable word processing devices (tablets, laptops, etc.) 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. ***If the instructor directs you to put away your devices, you must do so promptly.*** All sounds and notifications must be turned off during class time, unless you have a private agreement with the instructor.

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.

Effective March 16th, the instructor will prioritize questions posted to D2L > Communication > Discussions. There are two topics for students to post questions and comments: WMST 201 Course Queries (for questions and comments about assignments, the syllabus, and any other kind of course housekeeping); and WMST 201 Lecture Questions / Comments (for anything related to the online course lectures or readings). Emails could take 5-7 business days for a response.

The instructor will endeavor to respond to emails within three business days of receiving the message. *If the student emails a question that is fully addressed by the syllabus, Student Code of Conduct, or posted on D2L, the instructor will not reply.* If you don't receive a response within three business days, you can likely find the answer yourself. The instructor may respond to your email query with the request that you meet in person to discuss. Please note, that the university's regular business hours are 8:30-4:30, Monday through Friday and excludes recognized holidays. See the Academic Schedule for more details: ucalgary.ca/pubs/calendar/current/academic-schedule.html

IMPORTANT PROGRAM, DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION

Women's Studies Program Course Policies

Respect difference and diversity while welcoming thoughtful, critical debate and discussion. No one person's right to their beliefs may supersede another person's right to security and dignity.

When in a classroom dedicated to social justice education, conflict will happen. That is part of a healthy, dynamic, questioning space of learning and discovery. You are encouraged to hold onto your own personal beliefs, but recognize that there will be differences of opinion and experience.

A university classroom holds high standards of research, evidence, and analytical proof. Students need to listen attentively, respectfully, and critically to the evidence provided in class lectures, readings, discussions, and other materials.

Some of the materials and topics may include explicit content (violence; sexuality; profanity; blasphemy; objectionable or illegal conduct). If you feel any materials may cause you distress or severe discomfort, you are encouraged to speak with the professor and/or to take measures to ensure that you feel braver in the classroom. You will not be exempt from any assigned work, but we will work together to accommodate your concerns.

If you feel that you need more support than can be provided by the classroom or the instructor, you are encouraged to take advantage of some of these resources:

- *SU Student Wellness Services*
ucalgary.ca/wellnesscentre 403-210-9355 / 403-266-4357
- *Alberta Mental Health Help Line*
albertahealthservices.ca/findhealth/Service.aspx?id=6810&serviceAtFacilityID=1047134
1-877-303-2642
- *Calgary Communities Against Sexual Abuse Hotline*
calgarycasa.com 403-237-5888

Trained peer supporters are also available on campus:

- *Women's Resource Centre*
ucalgary.ca/women 4th Floor, MacEwan Student Centre, in The Loft
- *Q Centre for Gender and Sexual Diversity*
su.ucalgary.ca/programs-services/student-services/the-q-centre 2nd Floor, MacEwan Hall, near The Den
- *Faith and Spirituality Centre*
ucalgary.ca/fsc 3rd Floor, MacEwan Student Centre
- *Writing Symbols Lodge*
<https://live-ucalgary.ucalgary.ca/student-services/writing-symbols/home>
3rd Floor, MacEwan Student Centre

For more resources, you are encouraged to consult the Campus Mental Health Strategy:
ucalgary.ca/mentalhealth

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

Braver Space Guidelines

"Braver Space" principles recognize that everyone brings different resiliencies and capacities to a group setting. We must all bring our personal bravery into the classroom space, and be mindful of what that means specifically to us. This does not mean sharing or participating in a way that violates personal boundaries (yours or another person's), nor cajoling others into participating in ways that are not conducive to their personal bravery. It means ***being respectful, self-aware, and mindful of the classroom dynamic and your place in it.*** Some guidelines include:

- Do not make assumptions about other people's identities and life experiences. That includes (but is not limited to) race, gender, sexuality, physical ability, mental and emotional well-being, spirituality or religiosity, age, citizenship status, and reproductive capabilities.
- Recognize that language is a powerful tool in social justice education. It also changes as new issues and greater clarity develop. If you need to correct language use, do so respectfully; if you are corrected, accept that correction respectfully.
- Becoming self-aware is a continual process, and everyone is at a different point on their personal journey. Individuals make mistakes. Our assumption in this classroom is that we are all moving forward with our best intentions. If someone says something that may be construed to be problematic, we will raise questions and/or concerns about the language, not about the person.

- Make an effort to speak from the position of “I” (not the generalized “you” or “people”) and to clarify any statements you make, using verifiable evidence and experience. Making a sweeping judgment on a class or group of people is unacceptable.
- Address people without assuming their gender. Some ways to do this:
 - Don’t refer to groups as guys, ladies, women, men, etc. Instead, use gender-neutral terms like “folks,” “all,” “everyone,” etc.
 - Refer to individuals whose gender has not been disclosed to you in gender-neutral ways such as “the person who said...”
- Address people using the gender pronouns they have indicated for themselves. Offer your gender pronouns to others to make it a braver space to talk about gender pronouns. Some gender pronouns include, but are not limited to:
 - they/them/theirs
 - she/her/hers
 - ze/hir/hirs
 - he/him/his
 - ey/em/eirs
- Similarly, if you are unsure about any aspect of a person’s identity and how they would prefer to be addressed, ask respectfully. This can apply to Indigeneity, race or ethnicity, faith or spirituality, physical or mental ability, or other vectors of their identity. When speaking in more general terms, if you are corrected, accept the correction graciously. If you are questioned about your choice of general or self-identification, provide a succinct and respectful explanation.
- Provide discrete and succinct content warnings if you will be talking about topics that may be traumatic for some and the content is not already apparent. Examples of such topics include abuse, violence, addiction, suicide, mental health, transphobia/homophobia/other forms of discriminatory behaviours. An example of wording could be, “Please note that there will be (x) content in my discussion.”
- Respect your own and others’ physical, mental, and emotional boundaries. Please speak up in a respectful way if you are uncomfortable, seek support if you want/need it, and engage in self-care as required, while still maintaining your commitment and focus on the participatory classroom.

About the 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).