



UNIVERSITY OF  
CALGARY

FACULTY OF ARTS  
DEPARTMENT OF PHILOSOPHY  
WOMEN'S STUDIES PROGRAM

**WMST 301.02 Lec 1**  
**Gender Subjectivities: Alphabet Soup**  
**Fall Term 2016**

**TR 11:00-12:15 in ST 130**

**Course Outline**

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

**Course Description:**

Gender and sexual identities and expressions have moved far beyond the binaries of male/female and straight/gay to embrace a wide spectrum of subjectivities. This course offers historical, political, and cultural contexts for the growing acronym LGBTQ2IA+. It is not intended as a rulebook for how these various subjectivities *ought* to be experienced and performed, but rather a primer on where they came from, the political and psychological need for them, and how we can grow both with and beyond our need to self-name.

**Learning Objectives:**

Through group work, class discussions, lectures, readings, and other course materials, students will be invited into a respectful, inquisitive learning space.

Objectives of this course include:

- To develop self-reflexive, critical frameworks that will inform your community and/or activist practices on behalf of marginalized gender or sexuality groups
- To gain important knowledge of the groundbreaking work in gender and sexual rights of identity and expression
- To appreciate the valuable insights offered by articulating gender and sexuality scholarship to related community organizing and/or activism
- To become a more critical, self-reflexive, and conscious scholar and activist
- To participate in a vibrant, questioning community of learning that is rooted in respect for diversity and demand for social justice

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

## **Course Content:**

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

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

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

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

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

### **SU Wellness Centre**

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

### **Calgary Communities Against Sexual Abuse Hotline**

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

### **Alberta Mental Health Hotline**

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

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

### **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)

### **Faith and Spirituality Centre**

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

### **Native Centre**

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

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](mailto:phildept@ucalgary.ca)) Please note, Women's Studies is a program that is administered by the Department of Philosophy.

## **Student Conduct**

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

Students are expected to attend regular meetings with the professor and their student colleagues. 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.

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

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

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

## **Course Technology**

A D2L portal has been set up for this course that allows for group correspondence, course announcements, class materials, assignment submissions and grading, and other forms of communication. Students are expected to check D2L before class time for any last minute changes or cancellations. D2L only uses @ucalgary email addresses.

## **Student-Professor Communication**

Appropriate communication procedures are described in detail in the Student Code of Conduct Agreement. The professor's preferred means of communication is first by scheduled office hours, then by a pre-arranged meeting time (only if the professor's office hours conflict with another course), and then by email.

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

## Braver Space Guidelines

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

Do not make assumptions about other people’s identities and life experiences. That includes but is not limited to race, gender, sexuality, physical ability, mental and emotional well being, spirituality or religiosity, age, citizenship status, and reproductive capabilities.

Recognize that language is a powerful tool in social justice education. It also changes as new issues and greater clarity develop. Therefore, if you need to correct language use, do so respectfully; and if you are corrected, accept that correction respectfully.

Make an effort to speak from the position of “I” (not the generalized “you” or “people”) and to clarify any statements you make, using verifiable evidence and experience. Making a sweeping judgment on a class or group of people is not acceptable.

Address people without assuming their gender. Some ways to do this:

- Don’t refer to groups as guys, ladies, women, men, etc. Instead use gender-neutral terms like “folks,” “all,” “everyone,” etc.
- Refer to individuals whose gender has not been disclosed to you in gender-neutral ways such as “the person who said...”

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.

### **Required Texts:**

Required readings are available D2L. Students will have the opportunity to recommend and include additional required readings.

### **Course Requirements:**

Online Tests	Nov 8 <sup>th</sup> / Dec 6 <sup>th</sup>	20% / 10%
Group Work	Oct 21 <sup>st</sup> / Nov 25 <sup>th</sup>	20% / 20%
Final Assignment	December 12 <sup>th</sup>	30%

#### ***Online Tests***

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

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

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

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

#### ***Group Work***

On the first day of class, you will be invited to sign up for two separate group work projects. In each group, you will prepare a concise but comprehensive introduction to an individual or group activist or scholar who has made a considerable advancement to the understanding of a specific gender or sexual subjectivity discussed in class: Lesbian, Gay, Queer, Trans, 2S, Bi/Pan, Asexual/Aromantic, Intersexual, Cis/Ally. You may not select the same subjectivity for both your groups.

Design a clear, concise, and cogent presentation that lays out the unique contribution of your subject, any criticisms they have encountered, the context by which they made this contribution, and your informed assessment of their usefulness to today's gender and sexual politics. Please note that the contribution may not necessarily be seen as positive under contemporary contexts. You must have evidence of rigorous attention to facts and evidence in your analysis, and some scholarly critical sources to support that evidence. Citing five primary sources and three secondary sources is considered meeting minimum research expectations. Follow the guidelines provided by the grading rubric in D2L. You may use one of the following formats:

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

Submit finished work in the appropriate D2L Digital Dropbox (October 21 Group or November 25 Group). If your final work is a file, upload the file. Please note, only Word, PDF, KEY or PPT formats will be accepted and you may only upload ONE file. If your final work is online, provide a cover sheet (in Word or PDF) with your name and the url where I can find your work. Also, only one url will be accepted. All work must be submitted by midnight on the date due.

### ***Final Assignment: Reflections on the Binaries***

At the end of this course, you are invited to reflect on the usefulness of gender and sexual identity categories. What does it mean to live in a society that is currently reorganizing itself beyond binaries? Can these binaries be completely disrupted? Should they be? What is gained and/or lost by the end of binaries? While this is a personal reflection, it must be supported by rigorous attention to facts and evidence, and scholarly critical sources. You may write in a more colloquial but nonetheless respectful tone. Final reflections should be between 2,000-3,000 words, including a formal bibliography. Citing five primary sources and three secondary sources is considered meeting minimum research expectations. Follow the guidelines provided by the grading rubric in D2L.

### **Policy for Late Assignments**

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

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

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

**There will be no Registrar-scheduled final exam.**

### **Grading system:**

This course uses a combination of letter and number grades, according to the chart below. The university's Undergraduate Grading System is available here:

<http://www.ucalgary.ca/pubs/calendar/current/f-2.html>. In most cases where the final letter grade for

the course is less than 1% from the next higher grade, the professor will round-up. This course does not use a bell curve – whatever mark you get is it.

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

---

### **Writing Support:**

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

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

### **Academic Regulations and Schedules:**

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

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

**University Guidelines on e-mail etiquette:** <https://www.ucalgary.ca/it/help/articles/email/etiquette>

### **Academic Accommodation:**

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

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

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

**“Safewalk” Program:**

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

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

**Faculty of Arts Program Advising and Student Information Resources:**

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

For program planning and advice, contact Academic Advising at SS102 (<http://arts.ucalgary.ca/advising>).

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

**Contact for Students Union Representatives for the Faculty of Arts:**

[arts1@su.ucalgary.ca](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)

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

**About the Women’s Studies Program**

This course is part of the core requirements for a Women’s Studies degree. The Women’s Studies Program offers Major, Minor, and Honours undergraduate degrees. Housed in the Department of Philosophy, the program is dedicated to offering students a feminist social justice classroom where we can bravely explore issues relating to gender and sexual equity and diversity from many perspectives. For more information, contact the program coordinator ([wmstprog@ucalgary.ca](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 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 Dr. Rebecca Sullivan ([rsulliva@ucalgary.ca](mailto:rsulliva@ucalgary.ca) / [wmstprog@ucalgary.ca](mailto:wmstprog@ucalgary.ca)). The Head of the Department of Philosophy is Dr. Nicole Wyatt ([nicole.wyatt@ucalgary.ca](mailto:nicole.wyatt@ucalgary.ca) / [phildept@ucalgary.ca](mailto:phildept@ucalgary.ca)).

### Plagiarism

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

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

The University Calendar states:

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

- (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) parts of the work are taken from another source without reference to the original author,
- (c) the whole work (e.g., an essay) is copied from another source, and/or,
- (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

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

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. A recognized system of citation must be used for this purpose.