



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

WMST 303.3 Lecture 02
Topics in Feminism: Music, Race, and Social Change
Fall Term 2019
Tuesdays 5 p.m. to 7:45 p.m., Science A 017

Course Outline

Instructor: Joe Kadi

Office: Social Science 1206

Office Phone: Please use email.

Email: jkadi@ucalgary.ca

Office Hours: Tuesdays 1 - 2:00, or by appointment. WMST Open Forum Thursdays 12 - 1:00.

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

A powerful cultural force, music impacts communities in significant ways. In this course we will focus on music as a unifying force for social justice activists. The connection between music and social change begins with the first large-scale, cross-racial social change movement—the abolitionist movement—and its anthem, *Amazing Grace*. We will focus on the folk, blues, rock, pop, and world music scene of the 1950s and 1960s, and its direct links to social change movements of the era, including but not limited to the Black civil rights movement, Indigenous activism, and feminism. We will use an interdisciplinary approach, drawing from history, sociology, critical race studies, cultural studies, literature, and gender studies.

PREREQUISITE(S)

There are no prerequisites for this course.

COURSE LEARNING OUTCOMES

- To appreciate the social change movements of the 1960s, and the way music affected these movements
- To gain an appreciation for different kinds of music, for social change work, and for the quirks of history
- To examine and understand social context as it relates to music
- To gain a historical perspective on musical histories
- To comprehend race and racism deeply and holistically
- To develop and strengthen critical thinking skills

- To become more conscious, self-reflective people
- To develop a vibrant and healthy participatory classroom

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.

Student Agreement and Other Important Matters

Students are expected to carefully read the Student Code of Conduct 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-2-1.html>

REQUIRED TEXTS

There are two required texts for this course:

Wald, Gayle. (2008) *Shout, Sister, Shout!: The Untold Story of Rock and Roll Trailblazer Sister Rosetta Tharpe*. Boston: Beacon Press.

Stark, Steven. (2006) *Meet the Beatles*. New York City: Harper Collins.

In addition, there will be articles posted on our D2L site.

COURSE ASSESSMENT

- Participatory Classroom Assignment, two parts. 15 percent.
- Choice between Immersion Experience and Letter Writing Assignment. 25 percent.
- Student Choice. Student designs and carries out assignment. 30 percent.
- Final take-home exam. 30 percent.

ASSESSMENT AND EVALUATION

Participatory Classroom. Worth 15 percent.

A two-part assignment geared toward building a participatory classroom. The first part of the assignment will be done online, through the D2L 'quiz' section, and is due **September 17**, 8 p.m. For the second part of the assignment, due **November 26**, 11:59 p.m., in the Dropbox, students will write a 2 to 3 page double-spaced paper focusing on issues of attendance, participation, and depth of learning. Considering that this is a participatory classroom, and that the success of a participatory classroom depends on each individual, this assignment will provide the chance for students to consider what they have contributed to creating a vibrant learning atmosphere. Students will begin by assigning themselves a grade that they believe accurately reflects their participation and depth of learning. They will explain their rationale for this grade by explaining how they have conducted themselves throughout the semester. The student's assessment will be considered in light of the instructor's observations, and the instructor will have final say concerning the grade. Make sure you read Guidelines for the Participatory Classroom Assignment, on our D2L site. The highest grade a student can give themselves is an A. This assignment is worth a total of 15%.

Student chooses between Immersion Experience and Letter Writing Assignment. Worth 25 percent. October 15 due date.

Both these assignments fall into the category of critical reflective assignments. Reflective assignments call upon the writer to create work that involves personal sharing at the same time as it exhibits the same qualities as a well-written academic essay in terms of critical thinking skills and connections to course material. Think of these papers as combining the best of personal sharing with the best of academic writing. The personal sharing is not randomly or carelessly inserted into the essay; it reflects self-awareness, and furthermore, it is personal sharing that connects with course material. Also, students may use a creative format – such as video, visual art, music – in place of writing a paper.

- The Immersion Experience. Students will listen only to music connected to our course work, for a 10-day period. During this time students will not listen to their regular music. Frequent listening (and studying the lyrics) will offer opportunities for learning, critical thinking, and making connections to our course material. After the 10 days of immersion into this musical world, students will write a paper discussing what they learned. Please note: the key to this essay is discussing what was learned, not describing what happened. The essay will be five to seven double-spaced pages, and there will be a minimum of six references to course readings and class discussions.
- Letter writing assignment. Students will choose to write a letter to Buffy Ste.-Marie, Link Wray, Robbie Robertson, Sister Rosetta, or the Beatles (either an individual Beatle, or to the entire group). In this letter students will analyze the impact this person or group has had on their life. Key questions to consider before writing the letter: What did you learn from studying the life and music of this person? How was your own life impacted by studying the life and music of this person? Did you appreciate what this person did, in terms of music and/or social change work, or did you dislike or have major disagreements what this person did? Why? This letter is a personal reflection that shows depth of critical thinking skills and that makes connections to our course material. The essay will be five to seven double-spaced pages, and there will be a minimum of six references to course readings and class discussions.

Student Choice. Worth 30 percent. November 29 due date.

Students create their own assignment. You choose what you want to do, how you want to do it, and who you want to do it with. Here are some possibilities, to get you thinking:

- *I want to learn more about the place of music in social change history, I want to do it through researching one aspect of social change history, in conjunction with a fellow student. What: learn about social change history. How: through research and writing and thinking. Who: myself and a study partner.*
- *I want to learn how to play an instrument. What: learn three songs on the pennywhistle. How: through practicing every day for 3 weeks. Who: by myself. Student will include an artist's statement, and will work with the instructor to design a way to share what they learned. For example, they may record themselves playing the pennywhistle and send that file to the instructor. They may play the pennywhistle (live) for the instructor and/or their fellow classmates.*
- *I want to play my instrument with other people. What: Learn to play with others. How: through practicing and regular get-togethers with three of my classmates. Who: four students in the class. Student will include an artist's statement, and will work with the instructor to design a way to share what they learned.*
- *I want to make a video documenting social change music happening in Calgary. Someone else in the class also wants to do this. What: document social change music in the local scene. How: creating a video. Who: with my fellow student. Student will include an artist's statement, and work with the instructor to design a way to share what they learned.*

Important: Students must meet with the instructor during office hours (or make an appointment to see the instructor if they cannot meet during office hours) three weeks before the assignment is due, to explain their assignment and get approval. It is the student's responsibility to meet with the instructor. Anyone who has not met with the instructor on or before October 29 will have their grade lowered by at least one full grade, or more.

Final take-home exam. Worth 30 percent. Handed out December 3, due December 5.

There is no Registrar-scheduled exam for 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.

Schedule of Lectures and Readings

This will be handed out the first day of classes.

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. 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 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).

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:

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*

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. 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, socio-economic class, 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.

IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION

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/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: 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).