



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

WMST305-01
LGBTQ+ Social Change History: From Stonewall to Calgary
Spring Term 2019

Course Outline

Lectures: M/W 1:00 p.m. to 3:45 p.m., Science A 147

Instructor: Joe Kadi

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Office Hours: Monday 8:15 to 8:45 a.m., Wednesday 4:00 to 4:30 p.m., 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:

Our focus is the Stonewall Rebellion of 1969, a central marker in the birth of the collective LGBTQ movement. This three-day Rebellion in New York City's Greenwich Village, in which members of the LGBTQ community fought police officers who were conducting a routine raid on a mafia-run gay bar, is a clear, identifiable moment in queer history. Understanding the context of the Rebellion is an important and necessary piece of our course work. As we gain clarity on the events preceding the Rebellion, and the Rebellion itself, we will grapple with questions of history, identity, social change, and conflict.

The Stonewall Rebellion allows us to understand the larger social conflict posed by the mere existence of LGBTQ individuals; we will examine the hatred and violence faced by LGBTQ people during that time period, and the ways they were expressed through families, police brutality, the legal system, and homophobic/transphobic perpetrators who searched for queer people to assault and murder. We will gain a sense of what it takes to bring together an isolated, frightened community, which then organizes,

mobilizes, and ends up changing the world. We will consider what it takes to succeed in social change work.

While understanding this piece of our significant, collective history, it is equally important to recognize that such social change work did not happen only in the past. To this end, we will integrate material that allows us to gain knowledge about present-day social change work happening here in Calgary. We will gain a depth and an appreciation of the kind of activities LGBTQ folks and their allies are engaging in on a regular basis, and the ways in which this work is affecting our city. Moving between these two time periods will allow us to deepen our historical knowledge, and appreciate current social change work more clearly.

Prerequisites:

None.

Course Learning Outcomes:

- To understand key issues in the lives of LGBTQ+ folks, and the lives of marginalized communities.
- To understand history as a contested site.
- To gain knowledge of important historical forces and events.
- To consider gender, race, and sexuality, in both social terms and personal terms.
- To develop critical thinking skills.
- To become a more conscious, self-reflective person.
- To create a vibrant learning community based on participation and respect.
- To understand what social change is, and how it has impacted, and continues to impact, our world and our lives.

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.

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/Recommended Texts (including electronic resources):

Students are required to read two books. One is *Stonewall: The Definitive Story of the LGBTQ Rights Uprising that Changed America*, by Martin Duberman, and the second is *Our Past Matters: Stories of Gay Calgary*, by Kevin Allen. They are available at the UC bookstore.

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.

Assessment Overview:

- Participatory classroom assignments - Parts 1 and 2, 20 percent. Due May 13 and June 12.
- Letter writing assignment - 25 percent. Due May 29.
- Film review - 25 percent. Due June 10.
- Final take-home exam - 30 percent. Due June 19.

***Participatory Classroom Assignment (2 parts)**, worth 20%. 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 set out their intentions for the term, in terms of attendance, participation, engagement, and adherence to the student guidelines/braver space guidelines, and then assess whether they met those expectations. The first part of the assignment is due May 13, D2L, 11:59 p.m., and will consist of roughly one double-spaced page. In it, the student will set out their plan for their level of attendance, participation, engagement, and adherence. In the second part of the assignment, which is due June 12, D2L, 11:59 p.m., students will begin by assigning themselves a letter grade that they believe accurately reflects their attendance, participation, adherence to student guidelines/braver space guidelines, and depth of learning. *Remember: students are giving themselves a grade for the 10 percent of their mark that pertains to issues of participation and engagement, as opposed to the grade they believe they deserve for the entire course.* Students will assess how well they met the expectations they set out in the first part of the assignment, and explain their rationale for the grade. The student's assessment will be considered in light of the instructor's observations, and the instructor will have final say concerning the grade.

***Letter writing assignment**, worth 25%. Students will choose to write a letter to one of the six people whose stories are told in the Duberman book. In this letter, students will analyze the impact this person has had on their life. Key questions to consider before writing the letter: What did you learn from studying the life of this person? How was your own life impacted by studying the life of this person? Did you appreciate what this person did, in terms of social change work, or did you have major disagreements with what this person did? Why? Where there connections between this person's experiences and your own experiences? How did this person's life help you make sense of your own identity regarding issues of gender and/or sexuality? The letter gives you the chance to engage directly with the person in question. This letter falls into the category of a personal reflection assignment. This means that it combines the strength of good academic writing (well-organized, well-written work that draws extensively on course material and shows the reader that you are able to cite course material properly and explain it in your own words) with reflections on your own life and your ability to make connections. It is written in the form of a personal letter (Dear Yvonne, I am writing to you to talk about what I have learned about your life after reading Martin Duberman's book.....). The letter will show the depth of your critical thinking skills and the ways that you have grasped the depths of our course material. Students may choose to present the letter in a format other than a written assignment. See the Guidelines for the Letter Writing Assignment, on our D2L site. This assignment will be uploaded to the D2L drop-box by 11:59 p.m. on May 29.

***Film Review**, worth 25%. We are fortunate that the Fairytales Film Festival will be happening from May 24 to June 2, as this is an important social change organization in Calgary with direct connections to our course material. Students can find information about the festival, and the schedule of films, at this website: <https://www.fairytalesfilmfest.com/>. Students will choose one film to attend. Note that the student ticket price is \$10, and that working one volunteer shift means you are able to attend one film free of charge. This year there is an option to work three volunteer shifts and earn a pass to the entire festival. (The film festival website contains information about volunteering options.) For the assignment, students will write a review of the film they have seen, and will make sure to include an explicit discussion of the connections between the film and social change. This will be uploaded on the D2L drop-box, by 11:59 p.m., June 10. Students may choose to present this review in a format other than a written review. See the Guidelines for the Film Review, on our D2L site.

***Take-home final exam**, worth 30%. Students will complete a take-home final exam that will allow them to reflect on the thematic issues raised in the course, and integrate and evaluate learnings throughout the term. The exam will be handed out on June 17, and will be due at 11:59 p.m. on June 19; it will be uploaded to the D2L drop-box site. There are no exceptions to this deadline.

IMPORTANT PROGRAM, DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION:

Registrar-Scheduled Final Exam

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

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

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

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.

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, MacEwen Centre)

Native Centre

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

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 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.

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 and Prerequisite Waivers

If you have questions regarding registration, or are seeking permission to waive the prerequisites for a course, email the Philosophy Department Undergraduate Program Administrator (UPA), Rebecca Lesser (rebecca.lesser@ucalgary.ca). Include the specific course information and your UCID number in your request.

Writing

This course will include written assignments. 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/>