



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

WMST 311 Lec 01
“Theorizing Gender and Sexuality”
Fall Term 2018

Course Outline

Lectures: MW 3:30 – 4:45, ST130

Instructor: Dr. Rebecca Sullivan
Office: SS1142
Office Phone: 403-220-3397 (I never answer it)
Email: rsulliva@ucalgary.ca (best chance of actually reaching me)
Office Hours: W 12:30-1:30; F 3:00-4:00

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, and that the traditional Blackfoot name of this place is “Moh’kins’tsis”, which we now call the City of Calgary.

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

Course Description

This course explores contemporary approaches to theorizing gender and sexuality, with attention to their historical bases. Includes consideration of feminist, queer, trans, and intersectional theories.

Prerequisites: none

Course Learning Outcomes

- To gain an appreciation for the history and current conditions of gender and sexuality studies
- To gain knowledge of important intellectual forces that shape our understanding of gender and sexuality
- To develop critical thinking skills grounded in principles of sexual and social justice
- To become a more conscious, self-reflective person
- To create a vibrant learning community based on participation, empathy, and respect
- To understand what it means to work for greater equity, diversity, and inclusion in the world

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. No student will be placed in an inappropriate or risky situation, and all students are encouraged to bring their “braver space” intentions.

Required/Recommended Texts (including electronic resources):

All readings are available on 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 11:59 PM on the due date.

Assignment	Due Date	Percentage of Grade
Student Engagement	Throughout	10%
Online Quizzes	Oct. 10 / Nov. 19	15% / 15%
Feminist Citation Index	November 21	20%
Take Home Exam	December 10	40%

Student Engagement

Two separate online questionnaires must be completed in order to receive an engagement grade. The final grade for Engagement will be informed by both questionnaires and your engagement in the class throughout the term. All three are available through Quizzes in D2L. (They won't be graded, per se, but Quizzes is a more versatile function than Survey in D2L so it gets used). *Failure to complete any of these three components by their deadlines will result in a grade of 0 for Engagement.*

The Student Code of Conduct Agreement must be completed by September 21, 2018. It is a series of Y/N questions. If you answer NO for any of them, you must provide an explanation in the final question.

The Participation Pact must be completed by September 21, 2018. It is a list of short questions through which the student can assess their commitment to the course, and what they can bring to a participatory classroom. It is an opportunity to reflect on your strengths, your developing skills, your unique learning strategies, and your responsibility to the rest of the class.

The Participation Self-Evaluation must be completed by December 10, 2018. It is an opportunity to assess how well you met your own commitments and learning goals in this class.

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

Online Quizzes

Two online quizzes will be delivered through D2L. Each quiz will consist of approximately 50 one-point questions (of multiple variety) that will be graded automatically by the system. The quizzes will cover all material from the class (lectures, readings, etc.) from the date of the last quiz. In other words:

Quiz 1 (Oct. 10): material from September 10 – October 3, 2018

Quiz 2 (Nov. 19): material from October 15 – November 7, 2018

There will be no regular class on the days that the quizzes are scheduled. You have no more than 75 minutes to complete the test, and you are granted only one attempt. If you take longer, your test will be flagged as late and you will receive a high penalty (up to and including a 0) depending on how far over you go. The quizzes will be accessible for 24 hours, from midnight on the day of till midnight the next day. There is a timer at the top of the test page, but you should also have your own timers set.

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 library or a computer lab on campus.

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.

Citation Index

Citation is a feminist, intersectional issue. Analysts have proven a significant "gender citation gap" not only in how often scholars self-cite in their publications (men are 70% more likely to self-cite than women) but also in citing other scholars (men are most likely to cite only men; racialized scholars are even less likely to be cited). Thus, the purpose of this assignment is to examine the citation record of one of the assigned articles in 2018 and develop an intersectional analysis of its current reach and influence. Working in groups of two or three, and using Google Scholar, you will develop an Intersectional analysis that addresses at least the following:

- How often has this reading been cited in 2018?
- What fields/disciplines are most likely to cite the reading?
- What percentage of the citations are in publications dedicated to gender and sexuality scholarship?
- What are some of the key arguments, themes, definitions cited?
- Are the citations mostly positive/affirming or critical/negating?
- Are there any identifiable demographic trends about the authors who cite? Do they appear to belong to the same identity groups as the original author? Are they from the same geographic location?

As this is an evidence-heavy assignment, the final analysis must be in a format that provides the data in an accessible, legible format. This means NOT an essay. Rather, it could be an infographic, a slide deck, a Prezi, a short movie, or another similar digital format.

The goal of this assignment is to tell a story about the intellectual life of scholarly work. What has been the journey of the ideas presented, and who is likely to encounter them where? Thus, the assignment 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.

Submit your assignment through D2L Dropbox folder "Citation Index." It is your responsibility to ensure that the file / url you provide is operable – any problems accessing it may result in a reduced grade or even failure (F). So make sure that you name it properly, you save it in the proper format, you reduce the file size if it's too big, etc. Also, don't forget to put everyone's full name on the assignment. Failure to provide everyone's name will result in a ½ letter grade reduction (e.g., from B to B-).

Take-home Exam

On December 5th, a take-home exam will be made available on D2L. It will consist of five questions – one required, and four from which you must select two. ***Working independently***, you will write well-informed, thoughtful responses to those three questions. The required question is worth 20% and the additional two are each worth 10%. Each response must have the question clearly identified, and conform to the scholarly assignment rubric (available on D2L / Content / Rubrics). The questions will indicate the research citation requirements and word count.

Submit one MS Word file, identified with your last name and a *.doc or *.docx file extension (e.g., Sullivan.docx), to the D2L Dropbox Folder "Take-home Exam." 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. 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).

The assignment will be assessed on the quality and originality of analysis and argument, rigour of evidence, writing clarity, and technical precision. A reminder that this is an independent assignment. There are many ways to answer the questions; thus, noticeable similarities between students in their argumentation, analysis, evidence, or writing style may be subject to a plagiarism review.

Policy for Late Assignments

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

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

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

Grading system:

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

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

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

Percentage	Letter	Usually Graded	Point	Description
90 + %	A+	95	4.0	Outstanding
85 – 89 %	A	87	4.0	Excellent
80 – 84 %	A–	82	3.7	Approaching Excellent
77 – 79 %	B+	78	3.3	Exceeding Good
74 – 76 %	B	75	3.0	Good
70 – 73 %	B–	72	2.7	Approaching Good
67 – 69 %	C+	68	2.3	Exceeding Satisfactory
64 – 66 %	C	65	2.0	Satisfactory
60 – 63 %	C–	62	1.7	Approaching Satisfactory
55 – 59 %	D+	57	1.3	Marginal Pass
50 – 54 %	D	52	1.0	Minimal Pass
0 – 49 %	F	0	0	Did Not Meet Requirements

Women's Studies Program Course Policies

Course Content:

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

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

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

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

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

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

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

Calgary Communities Against Sexual Abuse Hotline
(<http://www.calgarycasa.com/> 403-237-5888)

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

Women's Resource Centre
(<https://www.ucalgary.ca/women/> 4th Floor, MacEwen 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.

Student Conduct

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

Students are expected to attend class regularly. They must come prepared and ready to work.

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

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

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

Course Technology

Students are welcome to bring portable word processing devices (tablets, laptops, airbooks, Acer, anything you got) to take notes in class. Using your device to go online for any reason – unless the instructor gives you direction to do so for class-related purposes – is prohibited and may result in having your privileges to use your device in class revoked and/or you being removed from the class. See the Student Code of Conduct Agreement for more details.

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

Student-Instructor Communication

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

The instructor will endeavor to respond to emails within three business days after receiving the message. If the student emails a question that is fully addressed by the syllabus, Student Code of Conduct, or posted on D2L, the instructor will not reply. Therefore, if you don't receive a response within three business days that probably means you can find the answer somewhere yourself. The instructor may respond to your email query with the request that you come meet with them in person to discuss. Please note, that the university's regular business hours are 8:30-4:30.

Braver Space Guidelines

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

Do not make assumptions about other people's identities and life experiences. That includes but is not limited to race, gender, sexuality, physical ability, mental and emotional 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 Overload/Prerequisite Waivers

If you are seeking to register in a Philosophy course that is full or to get permission to waive the prerequisites for a course, email the Philosophy Department Undergraduate Program Administrator (UPA). 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/>