



UNIVERSITY OF CALGARY
 FACULTY OF ARTS
 Department of Philosophy

WMST 311 Lec 01
“Theorizing Gender and Sexuality”
Fall Term 2019
Lectures: MW 2:00-3:15, SA119
Course Outline

Instructor: Dr. Rebecca Sullivan
Office: SS1142
Email: rsulliva@ucalgary.ca (best chance of actually reaching me)
Office Hours: Wednesdays 10:00 – 1:00
Office Phone: 403-220-3397 (I never answer it)

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: There are no prerequisites for this course

Course Learning Outcomes

	Engagement	Refl/Resp	Citation	Quizzes	T-H Exam
To gain an appreciation for the history and continued influence of key scholars and frameworks in		X	X	X	X
To gain knowledge of important intellectual forces that shape our understanding of gender and		X	X	X	X
To improve comprehension of complex ideas and academic argumentation		X	X	X	X
To develop rigorous and self-reflective critical thinking and communication skills grounded in	X	X	X		X
To refine personal learning outcomes and practical steps for their achievement	X				

To create a vibrant learning community based on participation, empathy, and respect	X	X	X	X	
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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 expected to engage in a number of ways, from dyads to small groups to full class. No student will be placed in an inappropriate or risky situation, and all students are encouraged to bring their “braver space” intentions.

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. Due to licensing issues, a reading may not always be available to you when you want it.

Course Assessment

Unless otherwise indicated, 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. During our meeting, you will be asked to reflect upon your assigned grade in the context of the course guidelines and any rubrics.

Unless otherwise stated, assignments must be submitted by 11:59PM on the due date. According to university regulations, students must receive grades for a minimum 30% of the course grade OR (for non-graded courses) formal feedback based on their performance in the course prior to the withdrawal deadline (December 6, 2019).

Assignment	Due Date	Percentage of Grade
Student Engagement	Throughout	5%
Reflection / Response	Weekly	20%
Feminist Citation Index	November 22	20%
Online Quizzes	Oct. 16 / Dec. 4	15% / 15%
Take Home Exam	December 13	25%

Student Engagement

Three separate online questionnaires must be completed in order to receive an engagement grade. The final grade for Engagement will be informed by all three questionnaires and your engagement in the class throughout the term. 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 27, 2019. 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 27, 2019. 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 4, 2019. 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.

The purpose of this assignment is to ensure that students hold themselves accountable to the requirements of the course and its participatory classroom principles. It is also an opportunity for students to establish personal learning objectives, self-assess their own learning strategies, and provide constructive feedback to the Instructor in an accountable way.

Reflection / Response

At the beginning of every Monday class, students will submit a brief (@ 150-200 word) reflection on one idea from one of the readings that grasped them. It could be a definition, historical context, a biographical note, a chart or diagram, maybe even a sentence that just hit home. Whatever it is, you need to identify it clearly and explain why it resonated for you. Did it provoke some change of thought or perspective for you? Did it clarify something that previously confused you? Did it encapsulate your own ideas which you previously struggled to articulate? Or, maybe, something else. One idea, one reflection on that idea.

The reflection can be either legibly hand-written (and it's up to the Instructor to decide if it's legible) or printed. It must be clearly written, free of grammatical and spelling mistakes, and demonstrate a deep engagement with your chosen idea. Only one piece of paper may be submitted and your name must appear at the top of the page.

The Instructor will redistribute the reflections so that each person who submitted a reflection receives one by another student. You will have 15 minutes to write a brief response to the original reflection. Do you agree or disagree? Do you sort of agree but see it slightly differently? Did you previously not really understand the idea but now you have better insight? Do you have anything to add to the reflection that might deepen both your understanding?

Write your response on the same piece of paper and make sure that your name appears at the beginning of your response. It need not be more than 100 words, but make sure those words count. The same conditions for quality (legibility, technical proficiency, clarity, depth) as for the Reflection apply. Hand in your response to the Instructor, who will record them as completed and return them on Wednesday.

At the end of every Wednesday class, the final 15 minutes will be set aside for a group reflection on key learnings from the week. You will meet with the same group every week. Together you will write a brief (@ 100 – 150 word) reflection on what you collaboratively agree was the most interesting idea from the week. You will all have different perspectives here, so part of the process is coming to consensus on which idea provoked the best conversations amongst you as a group. Submit your group reflection to the Instructor before leaving the class.

You are graded on a Pass/Fail based on completion. Completing the Reflection for Monday is worth 0.5%. Completing the Response in class on Monday is worth 0.5%. If, however, you do not meet the conditions for completion (legibility, technical proficiency, clarity, depth) for either the Reflection or the Response, the Instructor may grade your submission a Fail. Completing the Group Reflection is worth 1%. The assignment begins on the first week (time will be given in class to read one of the assigned readings and write your reflection) and ends on Week 12 (November 25, 27). If you are absent from a class, please refer to **Policy for In-Person Assessments and Absences** provided in this syllabus and follow the appropriate instructions.

The purpose of this assignment is to learn essential building blocks for critical thinking skills by selecting the idea that most affects you and reflecting on the reasons why. If you can take away one idea from a reading that challenges and informs your own thinking, you are advancing your own frames of knowledge. You must be able to succinctly and cogently express your ideas in ways that invite discussion and respectful questioning. The other purpose is to learn how to engage in critical dialogue with others and to learn from their perspectives. Learning from others is a far more important practice than simply imparting your perspective and never thinking about it again.

Online Quizzes

Two online quizzes will be delivered through D2L. Each quiz will consist of approximately 50 one-point questions (of multiple variety), all based on the assigned readings, that will be graded automatically by the system. Each quiz is randomized with different questions, different ordering of questions, and different ordering within the questions. The quizzes cover the readings from the date of the last quiz. In other words:

Quiz 1 (Oct. 16th): readings from September 9 – October 9, 2019

Quiz 2 (Dec. 4th): readings from October 21 – November 27, 2019

There will be no regular class on October 16th or December 4th to ensure that you have scheduled time to complete the quiz at least once. You have no more than 75 minutes to complete the test, and you are granted two attempts. 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.

Quiz 1 will be accessible from Friday October 11th – Friday November 29th (midnight to midnight). There are no extensions.

Quiz 2 will be accessible from Wednesday November 27th – Friday December 6th (midnight to midnight). There are no extensions.

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.

The purpose of the quizzes is to increase your reading comprehension and your ability to break down complex ideas into discrete elements such as definitions, principles, theoretical antecedents, etc. Academic writing can seem impenetrable, thus developing the skills to read confidently and retain useful information is important. The quizzes are also a useful incentive to keep up with assigned readings so that you can deepen your comprehension of gender and sexual theory and better participate in classroom discussions.

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 and develop an intersectional analysis of its current reach and influence.

Working in groups, and using Google Scholar (scholar.google.com), you will follow these steps:

1. Search for your assigned reading using the exact reference provided by the Instructor
2. Click the “Cited by ...” link below the correct result
3. Click “Since 2018” on the left-hand side
4. Select the box “Search within citing articles”
5. Type the author’s last name into the search field and click the magnifying glass
6. Click “Sort by relevance” on the left-hand side

The final result is your complete dataset for this assignment.

Assess the contemporary impact of your assigned reading by developing both a broad understanding of where / who / how your reading is cited in general and an in-depth analysis of the ten most relevant citations. Some questions to address include:

- How often has this reading been cited since 2018? *
- Has the reading been republished since its original publication? Where? How often?
- How substantial are the citations – are they just a footnote or is the work discussed in detail?
- 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?

** In some cases, with the permission of the Instructor, the time-frame can be revised to make the dataset more manageable.*

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 digital format. Be sure to select the format that can impart enough information to provide a comprehensive analysis that meets all the requirements. 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.

The purpose of this assignment is for you to gain appreciation for the intellectual life of scholarly work; to discover how critical engagement and scholarly discussion takes place within a respectful, ethical environment; and to improve your own abilities to integrate others' ideas into your own. By working in groups, you are also learning important participatory and communication skills.

One person from your group must submit your assignment through D2L Dropbox folder "Citation Index." The deadline for submission is Friday, November 29th at midnight. If that person then Withdraws from the course, the assignment will disappear from D2L, so make sure the person selected is committed to completing the course. It is the collective responsibility of the group to ensure that the file / url provided 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 2nd, a take-home exam will be made available on D2L. It will consist of four questions, one mandatory and three optional, each of which covers multiple readings throughout the course. ***Working independently***, you will write well-informed, thoughtful responses to the one mandatory question and one of the optional questions. The mandatory question is worth 15%, the optional question is 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 deadline for submission is Friday December 13th at midnight. Extensions are only granted ***at the discretion of the instructor*** if Supporting Documentation is provided and must be requested by Monday December 9th.

The purpose of this assignment is for you to demonstrate not only your understanding of key concepts from the course but also your ability to interconnect them and put them into practice. You 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 In-Person Assessments and Absences

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

If you complete less than 30% of all assignments, the Instructor may assign you a final grade of F. If you complete all assignments but receive more than two Fs, the professor may assign you a final grade of F. For the purposes of this course, the Reflection / Response assignment is treated as one assignment worth 20%.

It is the student's responsibility to keep a copy of all assignments and to follow all instructions for completion and submission in case of loss by any cause.

Grading system:

This course uses a combination of letter and number grades, according to the chart below. The university's Undergraduate Grading System is available here: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

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

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

Women's Studies Program Course Policies

Course Content:

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

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

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

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

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

SU Student Wellness Services

(<http://www.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

(<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 Student 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 (nwyatt@ucalgary.ca). Please note, the Women's Studies program 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.

Students must adhere to the Principles of Conduct, both Academic and Non-Academic, as outlined in the University of Calgary Calendar:

<https://ucalgary.ca/pubs/calendar/current/k.html>

Course Technology

Students are welcome to bring portable word processing devices (tablets, laptops, airbooks, Acer, anything you have) to take notes in class. Using your device to go online for any reason – unless the instructor gives you direction to do so for class-related purposes – is prohibited and may result in having your privileges to use your device in class revoked and/or you being removed from the class. If the instructor directs you to put away your devices, you must do so promptly. All sounds and notifications must be turned off during classtime, unless you have a private agreement with the instructor. 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, Monday through Friday and excludes recognized holidays. See the Academic Schedule for more details: <https://ucalgary.ca/pubs/calendar/current/academic-schedule.html>

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)

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).

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

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