



UNIVERSITY OF  
CALGARY

FACULTY OF ARTS  
DEPARTMENT OF PHILOSOPHY

WMST 315 Lecture 01  
“Methods for Gender and Sexuality Research”

Winter Term 2019  
Course Outline

Lectures: Mondays/Wednesdays 3:30 – 4:45 PM in ST130

**Instructor:** Dr. Rebecca Sullivan  
**Office:** Social Sciences Building, #1142  
**Office Phone:** 403-220-3397 (rarely answered)  
**Email:** [rsulliva@ucalgary.ca](mailto:rsulliva@ucalgary.ca) (see policies below)  
**Office Hours:** Mondays, 12:00 – 2:30 PM (excluding Reading Week, ends April 15)

**Office Hours are drop-in, first-come-first-serve. Do not email to book an 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**

This course explores the scholarly and political implications of engaging in research on gender and sexuality by examining key feminist, queer, trans, and intersectional methods. Students will have the opportunity to design their own research project.

#### **Course Learning Outcomes**

- To understand key principles and practices of research methods, and their applicability to gender and sexuality studies
- To understand the relationship between theory, method, and praxis in gender and sexuality studies
- To understand various research methods sufficiently in order to select appropriate methods and apply them effectively to independent research projects
- To understand the ethical obligations required in the application of specific research methods

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

## 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 instructor. 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):

- Available on D2L and through the university library (<http://library.ucalgary.ca/>).
- In-class screenings are considered as part of any lecture, examination or assignment parameters.
- Additional recommended readings may be included in D2L.

## Course Assessment

Research Pitch	Feb 4/6, 11/13	10% (pitch slide due Feb. 1)
Research Assessment	February 15	5% (pass/fail)
Ethics Application/ Close Reading	March 15 / April 15	20%
Online Term Tests	March 18 / April 8	20% / 10% (make-up test April 15)
Research Design	April 15	25%
Student Engagement	Throughout	10%

All assessments use a detailed grading rubric provided in D2L. Students are expected to familiarize themselves with the rubric and work to its guidelines. If you have questions about your final grade, you may meet with the instructor during office hours. Together, we will review your grade in the context of the rubric, analyzing your assessment and interrogating how you could have improved your work. Only under exceptionally rare circumstances (usually as the result of a factual error by the instructor) will a grade be changed. The instructor will not respond to email queries about grades. You must meet in person to discuss. You are encouraged to speak with the instructor about your assessment goals and ask for assistance prior to any due dates.

Unless otherwise stated, no “make-up” assignments nor bonus assignments are provided in this course.

On April 15<sup>th</sup>, D2L will be taken offline so the instructor can finalize grades. Queries about assignments or final grades will not receive a response. You will see your grades when they’re posted. D2L grades are neither final nor official, and always subject to change.

## ***Research Pitch***

This assignment is based on the belief that one must be able to clearly explain your research concept and goals in less than five minutes to a willing and interested audience. While the length of the presentation is short, preparation is critical and will take much time and effort. Guidelines are provided through D2L in the Research Pitch folder under Course Content and students are strongly recommended to follow them closely. The Research Pitch must be on the same topic that is eventually developed into your research design for your take-home exam.

All students must submit a title slide in PowerPoint that includes your full name and the title of your presentation. Name the slide by your last name and submit the file in the D2L Dropbox Folder that has the date of your presentation (e.g., "Research Pitch Feb 11"). **The deadline to submit the slide is Friday, February 1 at 11:59 PM.** The instructor will compile them into one PowerPoint file for each day, and make that file available to the class. *Failure to submit the slide on time, or in the wrong format, or in the wrong Dropbox Folder, or more than one slide will result in a penalty of one full grade.* Please use a 4:3 slide format.

You have a total of 5 minutes to (1) Prepare yourself at the front of the class to present; (2) Present; (3) Be seated again with minimal disruption to the class. Be sure to account for the time it will take you to walk up and down, take your breath, say your thank-yous, etc. The instructor will handle the technology. The presentations will be timed and a buzzer will let the next presenter know when to begin. If you are not seated by the time the buzzer begins, you will be penalized by one full letter grade. If you are still up at the class presenting, you will be told to sit down and you will receive an F. Your presentation is worth 10% of your final grade.

The presentation schedule will be randomly assigned and posted to D2L by January 25<sup>th</sup>. If the presentations are not completed on their assigned day, they will commence the next class day. Therefore, you must be prepared to present at any time during the schedule. If you are called to present and are absent, you will receive an F. If you provide a Statutory Declaration, you may be rescheduled.

### ***Research Assessment***

Part of scholarly research is peer review. You will be randomly assigned two research pitches to assess. Using the assessment worksheet provided in D2L, assess and rank the two pitches. Students must use the worksheet and follow instructions carefully.

You must provide your assessment directly to the student using D2L Communications, cc'ing me. **The assessment is due by Friday, February 15<sup>th</sup> at 11:59 PM.** It is imperative that you use respectful, constructive language in your critique. Gushing praise is as problematic as petty criticism. The onus is on you to find the right balance and to be thorough in your assessment.

This is a Pass/Fail assignment, meaning that if you complete the assignment, you receive 5/5. Failure to meet any part of the assignment, including lateness, failure to use the assigned worksheet, inadequate or disrespectful assessment, etc. will result in 0/5.

### ***Ethics Application OR Close Reading***

Students have the option to do **ONE** of the following assignments. Only one will be accepted and graded. If you submit both, you take your chances on which one will be accepted and graded.

You may submit your assignment any time before Monday, April 15<sup>th</sup> at 11:59 PM. If you submit by March 15<sup>th</sup> at 11:59 PM, you will receive your grade through D2L by March 29<sup>th</sup>. There is no penalty for submitting after March 15<sup>th</sup>, but neither is there a bonus for submitting before March 15<sup>th</sup>. It is up to you to manage your time effectively. **No extensions will be granted past Monday, April 15<sup>th</sup> unless you apply for a Deferral of Term Work.** April 15<sup>th</sup> is the extension.

### ***Ethics Application***

Any research on human subjects requires a thorough ethics review. Writing the ethics proposal is a skill all its own. Students will have their choice of pre-selected scholarly articles that engage in research using human subjects and must write an ethics proposal based on that article. An

ethics proposal worksheet will be provided through D2L in the Ethics Application folder under Course Content. Students must use this worksheet and follow instructions carefully. Submit online to the D2L Dropbox Folder entitled Ethics Application. Only Word or PDF format is accepted.

### ***Close Reading***

During the week on Textual Analysis and Close Reading, we will be watching the film *Gilda* (Vidor 1946). A Close Reading worksheet will be provided through D2L in the Close Reading folder under Course Contents. On it will be a short selection of key moments in the film (could be one shot, could be a brief sequence). Students must select one moment and provide a close reading of the gender and sexual meanings contained in that moment. Students must use the worksheet and follow instructions carefully. Submit online to the D2L Dropbox Folder entitled Close Reading. Only Word or PDF format is accepted.

### ***Online Term Test***

There are two online tests made available through D2L. The first is scheduled for Monday, March 18<sup>th</sup>, and covers all material from January 14<sup>th</sup> – March 13<sup>th</sup>. It is worth 20%. The second is scheduled for Monday, April 8<sup>th</sup> and covers all material from March 20<sup>th</sup> – April 3<sup>rd</sup>. It is worth 10%. There will be no scheduled class on those days.

On Wednesday, April 10<sup>th</sup>, both tests will be re-opened for a second attempt. The test will close on Monday, April 15<sup>th</sup> at 11:59 PM. You must have attempted both tests and received at least 40% in order to have a second attempt counted. Only the highest of the two attempts will be considered.

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.

You have no more than 75 minutes to complete the tests. 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. 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 TFDL or a computer lab on campus.

### ***Take Home Exam: Research Design***

In D2L under the Research Design Module (Contents), there is a worksheet that all students must use for this assignment. You must submit the final completed worksheet to the D2L Dropbox labeled "Research Design." Only Word or PDF format is accepted. Instructions for each part of the Research Design assignment are included in the worksheet. The assignment is due on **Monday, April 15<sup>th</sup> at 11:59 PM**. Extensions are granted only if a Statutory Declaration is provided or a Deferral of Term Work is requested.

This is the student's opportunity to design the independent research project that they originally presented in their research pitch. Please note that the student will not be expected to actually undertake that project, but only to provide the design. That means you have the opportunity to

undertake a thoughtful research design for a future Honours research, directed reading, or another senior seminar course that you may take at a later date.

The Research Design must be on the same topic as the Research Pitch. There can be some adjustments and improvements (in fact, there should be!) but it must not stray too far from what was originally proposed.

### ***Engagement***

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 a situation that causes them deep discomfort but all students are encouraged to bring their “braver space” intentions.

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 onus is on you to properly manage your time. If you “forget” to complete any of the questionnaires, you will receive 0.

**The Student Code of Conduct Agreement must be completed by January 25<sup>th</sup> at 11:59 PM.** 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 January 25<sup>th</sup> at 11:59 PM.** 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 April 15<sup>th</sup> at 11:59 PM.** 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 by the instructor based on depth of analysis, attention to detail, and quality of thought and expression.

### **Policy for Late Assignments**

Unless otherwise stated, no extensions will be granted on assignments unless a Statutory Declaration is provided (<http://www.ucalgary.ca/pubs/calendar/current/n-1.html>). Under special circumstances, a student may also apply for a Deferral of Term Work (<https://www.ucalgary.ca/pubs/calendar/current/g-7.html>).

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 instructor reserves the right to give you a final grade of F.

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

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

## Grading system:

This course uses a combination of letter and percentage grades, according to the chart below. It does not use the Point System. 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 instructor will round-up. Rarely does the instructor round-down. 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 %	A	92	4.0	Excellent
85 – 89 %	A–	87	3.7	Approaching Excellent
80 – 84 %	B+	82	3.3	Exceeding Good
75 – 79 %	B	77	3.0	Good
70 – 74 %	B–	72	2.7	Approaching Good
65 – 69 %	C+	67	2.3	Exceeding Satisfactory
60 – 64 %	C	63	2.0	Satisfactory
55 – 59 %	C–	57	1.7	Approaching Satisfactory
53 – 54 %	D+	54	1.3	Marginal Pass
50 – 52 %	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 instructor 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/> 4<sup>th</sup> Floor, MacEwen Centre, in The Loft)

Q Centre for Gender and Sexual Diversity

(<https://www.su.ucalgary.ca/programs-services/student-services/the-q-centre/> 2<sup>nd</sup> Floor, Mac Hall, near The Den)

Faith and Spirituality Centre

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

Native Centre

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

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

### **Student Conduct**

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

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.

## 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 instructor's office hours conflict with another course), and then by email. Use of email is strictly regulated and the *least* useful mode of communication.

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. If the student is requesting detailed information on their progress in the course, the instructor will not reply. Therefore, if you don't receive a response within three business days that probably means *either* you can find the answer somewhere yourself *or* you need to meet with the instructor in person. Please note, the university's regular business hours are 8:30-4:30.

***If you are in crisis (medical, legal, or at-risk), please disregard this policy and email the instructor immediately so that we can ensure your safety and well-being as quickly as possible.***

## 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 wellbeing, 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](mailto:wmstprog@ucalgary.ca)) and check out our website: <https://arts.ucalgary.ca/womens-studies>.

The University of Calgary has a number of student clubs and campus centres dedicated to issues of gender and sexual equity and diversity. Here are links to their Facebook sites (please note that the instructors are often members of these social media sites):

[Consent Awareness and Sexual Education Club](#)

[Faith and Spirituality Centre](#)

[Native Centre](#)

[Queers on Campus](#)

[Q: The SU Centre for Gender and Sexual Diversity](#)

[Women in Leadership Club](#)

[Women's Resource Centre](#)

[Women's Studies and Feminism Club](#)

The Women's Studies program is administered by the Department of Philosophy. The Program Coordinator is Joe Kadi ([jkadi@ucalgary.ca](mailto:jkadi@ucalgary.ca) / [wmstprog@ucalgary.ca](mailto:wmstprog@ucalgary.ca)). The Head of the Department of Philosophy is Nicole Wyatt ([nicole.wyatt@ucalgary.ca](mailto:nicole.wyatt@ucalgary.ca) / [phildept@ucalgary.ca](mailto:phildept@ucalgary.ca)).

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## **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](http://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](mailto: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](mailto: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), Rebecca Lesser ([rebecca.lesser@ucalgary.ca](mailto:rebecca.lesser@ucalgary.ca)). Include the specific course information and your UCID number in your request.

### **Writing**

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](http://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](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)
- 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/>