



UNIVERSITY OF
CALGARY

FACULTY OF ARTS
DEPARTMENT OF PHILOSOPHY

WMST 401.1 Lecture 1
“Special Topics in Feminist, Gender, and Sexuality Studies (Pornography)”
Fall Term 2017

Course Outline

Lectures: Tuesday September 5 – Saturday September 9, 2017
SA 147, 9:00 AM – 5:00 PM

Instructor: Dr. Rebecca Sullivan
Office: Social Sciences Building, #1142
Office Phone: 403-220-3397 (rarely answered)
Email: rsulliva@ucalgary.ca (preferred means of communication)
Office Hours: No scheduled office hours during Block Week, regular semester TBA

Course Description

An opportunity for students to learn a variety of analytical frameworks for the investigation, analysis, and critique of pornography, in the context of its relationship to a wide spectrum of gender and sexual politics.

Please note that viewing, reading, and discussing explicit sexual materials will be a major component of course requirements. These materials may contain content that is offensive or disturbing to you. Respect for other people’s sexuality is paramount in all aspects of the course.

Course Learning Outcomes

Pornography is rapidly returning to the forefront of public debates, but how those debates are framed have huge consequences for producers, performers, and consumers of pornography. This course examines some of the dominant frameworks for analyzing pornography and queries how different, emerging frameworks from within feminist and queer pornography movements can radically alter how we define pornography’s value.

Objectives of this course include:

- To discover how pornography studies has emerged as an important and contentious field in gender and sexuality scholarship;
- To improve your understanding of competing theoretical, methodological, and pedagogical paradigms in gender and sexuality studies, and the kinds of evidence they produce;
- To appreciate the valuable insights gained through gender and sexuality scholarship to related community organizing and/or activism;
- To become a more critical, self-reflexive, and conscious scholar and activist;
- To participate in a vibrant, questioning community of learning that is rooted in intersectional praxis, resiliency, and social justice.

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

Required/Recommended Texts (including electronic resources):

Pre-course Required Reading:

Sullivan, R. & McKee, A. 2015. *Pornography: Structures, Agency and Performance*. Polity Press.

* Students are expected to have closely read the book in advance of the course start date.

Supplementary Reading:

Non-required but recommended readings will be provided in D2L. These readings will assist you in all facets of course, from classroom discussions to writing assignments.

Course Assessment

Studying pornography is not only a complex, but also a personally vulnerable practice. Thus, you will **not** be assessed based on the weighted average of graded assignments but on the successful completion of a pre-determined set of tasks. As a general rule a successful completion of a task demonstrates a largely correct understanding of the material with some thoughtful insight. This grading system allows you as a student much more self-determination and goal management. This system is more rigorous than traditional grading and builds on well-documented links between setting personal expectations and achieving self-defined success. It clearly presents a framework and rubrics so you can determine whether your work is complete, done in good faith, and consistent with course expectations and learning outcome. *Simply completing is not enough – it must be done to standards. Also, there are no extensions to the assignments.*

Book Assessment			Completion of 1 book assessment	Completion of 2 book assessments
Self-reflection / Self-critique		Completion of <i>either</i> self-reflection or self-critique	Completion of <i>both</i> self-reflection and self-critique	Completion of <i>both</i> self-reflection and self-critique
Textbook Assessment	Completion of Online Test, with a grade of 50-60%	Completion of Online Test, with a grade of 55-70%	Completion of Online Test, with a grade of 70-85%	Completion of Online Test, with a grade of 80-100%
Class Participation	Participation in 1-2 scheduled class meetings	Participation in 3-5 scheduled class meetings	High level participation in 3-4 scheduled class meetings	High level participation in all 5 scheduled class meetings
Class Engagement	Engagement Questionnaires	Engagement Questionnaires	Engagement Questionnaires	Engagement Questionnaires
Assignment Type	D	C	B	A

Plus or minus grades will be awarded to students who complete most but not all of the tasks in the next grade up. For example, a student who meets all the criteria for a “B”, but receives a grade of 55% on the textbook assessment, would receive a C+ / B-, depending on the quality of the work. Exceptional work in all completed categories may result in a half grade higher. Final grade decision rests with the instructor.

Class Engagement

Three separate online questionnaires must be completed in order to receive an engagement credit. 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 zero credit for Engagement.* Since Engagement is a requirement for all grade levels, it is strongly urged that you do this.

The Student Code of Conduct Agreement must be completed by September 6th at 8:30 AM. 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 6th at 8:30 AM. 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 September 11th at midnight. It is an opportunity to assess how well you met your own commitments and learning goals in this class.

In determining Pass/Fail, the instructor will take into account the depth of analysis, attention to detail, and quality of thought and expression.

Class Participation

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 distress but all students are encouraged to bring their "braver space" intentions (see Code of Conduct). Attendance matters, but active engagement in classroom discussions, grounded in solid preparation and mindful self-reflection matters more. Thus, there are two different standards for participation in this course. "High Level Participation" means at a minimum that you come to class on time, stay throughout, remain actively engaged with little to no personal distractions, provide meaningful, evidence-based contributions that are relevant to the discussions, listen actively and respectfully, and ask complex questions of yourself and others. Anything less than this does not constitute "high level" and will be considered as "participation" only. Quality of participation matters more than quantity. Indeed, dominating discussions or frequently interjecting weak contributions does not constitute "high level participation."

Textbook Assessment

An online test based on the required textbook will be provided through D2L. Students have until *Monday, September 11th at midnight* to complete the test. There will be a mixture of short, 1-point questions, which can be graded by the computer. You may take the test twice, and D2L will record your highest attempt. *The test is open book, and can be taken at any time beginning Tuesday, September 5th at 6AM.* The test will be timed to be completed in 1 hour, and class will end 1 hour earlier on Saturday, September 9th.

Self-Reflection / Self-Critique

The self-reflection is due Tuesday, September 5th by midnight. The self-critique is due Tuesday, September 12th by midnight. Each is a short essay (@1000 words) written in first person but informed by scholarly research and validated evidence. The self-reflection provides insight into your thoughts, opinions, beliefs, and feelings about pornography. The self-critique reflects on the self-reflection in the

context of what you have learned in the course and how your ideas about pornography have changed. In both cases, independent research is expected. Essays must be submitted through Dropbox in the appropriate folder. Only Word and PDF format will be accepted. Please note: if you submit in any other format, you will not be credited for that submission. That includes submitting as *.txt, *.odt, *.rtf, and *.pages. If you incorrectly name your file so that it doesn't open, it will not be credited as submitted.

In order to have the self-reflection and self-critique credited as a PASS, you must meet the standards of "B" level work as outlined in the rubric available on D2L.

Book Assessment

Book assessments are due by *Friday, September 22nd at midnight*. Students must select from the list below and write a scholarly critique. This can include but is not limited to its analytical framework, methodology, evidence base, conclusions, formal structure, and perspective. The assessment should be approximately 1500 words and include at least 3 additional references that help situate the book in the field of pornography studies.

Book assessments must be submitted through Dropbox in the appropriate folder. Only Word and PDF format will be accepted. Please note: if you submit in any other format, you will not be credited for that submission. That includes submitting as *.txt, *.odt, *.rtf, and *.pages. If you incorrectly name your file so that it doesn't open, it will not be credited as submitted.

In order to have a book assessment credited as a PASS, you must meet the standards of "B" level work as outlined in the rubric available on D2L.

Susan Cole. *Pornography and the Sex Crisis*
Gale Dines. *Pornland: How Porn Has Hijacked Our Sexuality*
Andrea Dworkin. *Pornography: Men Possessing Women*
Lynsey G. *Watching Porn*
Jenna Jameson. *How to Make Love Like a Porn Star*
Robert Jensen. *Getting Off*
Jiz Lee, ed. *Coming Out Like a Porn Star*
David Ley. *Ethical Porn for Dicks*
Pamela Paul. *Pornified*
Rokudenashiko. *What is Obscenity*
Gary Wilson. *Your Brain on Porn*
Madison Young. *Daddy*

Policy for Late Assignments

Unless otherwise stated, no extensions will be granted on assignments except in cases of documented medical or personal distress.

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:

As outlined above, this course uses a "scaffolded marking system." Letter grades are assessed according to the chart below:

Percentage	Letter	Usually Graded	Point
90 + %	A+	95	4.0
85 – 89 %	A	87	4.0
80 – 84 %	A–	82	3.7
77 – 79 %	B+	78	3.3
74 – 76 %	B	75	3.0
70 – 73 %	B–	72	2.7
67 – 69 %	C+	68	2.3
64 – 66 %	C	65	2.0
60 – 63 %	C–	62	1.7
55 – 59 %	D+	57	1.3
50 – 54 %	D	52	1.0
0 – 49 %	F	0	0

Women’s Studies Program Course Policies

Women’s Studies courses are committed to resiliency frameworks and braver space pedagogy. “Resiliency” is defined as the ability to withstand, learn, and grow from knowledge or experience of adversity, frustration, misfortune, and/or trauma. Braver space affords students the opportunity to articulate and practice personal strategies of strength in building resilience. We recognize the need for these guiding principles in order to foster critical dialogue about social and sexual justice:

“We have to be brave because along the way we are going to be ‘vulnerable and exposed;’ we are going to encounter [material] that is ‘alienating and shocking.’ We are going to be very unsafe” (Boostrom 1998).

Some of the materials and topics in this class may include explicit content (violence; sexuality; profanity; blasphemous, objectionable or illegal conduct). If you feel any materials may cause you distress or severe discomfort, you are encouraged to speak with the 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.

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.

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

Calgary Communities Against Sexual Abuse Hotline

<http://www.calgarycasa.com>

403-237-5888

Alberta Mental Health Hotline

<http://www.albertahealthservices.ca/info/service.aspx?id=6810>

1-877-303-2642

Calgary Distress Centre

<http://www.distresscentre.com/get-help/24-hour-support/crisis-lines/>

403-266-4357 / 211

Trained peer supporters are also available on campus here:

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

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 instructor will not give out lecture notes, repeat information, nor provide replacement copies of material that was provided during regular class meetings.

Students are welcome to bring portable word processing devices (tablets, laptops, airbooks, Acer, anything you got) to class as learning tools to improve your focus and engagement. However, you may be asked to close your device and focus completely on the classroom, the instructor, and/or your peers. When asked to do so, you are expected to comply.

Using your device to access personal or non-course related material, or in a manner that is distracting to others 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.

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

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 instructor's office hours conflict with another course), and then by email.

The instructor will endeavor to respond to emails within two business days after receiving the message. If the student emails a question that is fully addressed elsewhere, the instructor will not reply. Therefore, if you don't receive a response within two 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.

Braver Space Guidelines

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

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

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 behaviors. 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.

About the Women's Studies Program

This course counts toward any Women's Studies degree. The Women's Studies Program offers Major, Minor, and Honors 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 Dr. Rebecca Sullivan (rsulliva@ucalgary.ca / wmstprog@ucalgary.ca). The Head of the Department of Philosophy is Dr. Nicole Wyatt (nicole.wyatt@ucalgary.ca / phildept@ucalgary.ca).

Department of Philosophy Course Policies:

- Information about academic misconduct and the consequences thereof
- Information regarding the Freedom of Information and Protection of Privacy Act (FOIP) and how this impacts the receipts and delivery of course material
- Student Union or Graduate Student Association rep contact info
- Safewalk Information
- Faculty of Arts Program Advising and Student Info Resources
- Info re Internet and Electronic Communication Devices

IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION

Academic Honesty

Cheating or plagiarism on any assignment or examination is regarded as an extremely serious academic offence, the penalty for which may be an F on the assignment, an F in the course, academic probation, or requirement to withdraw from the University. See the relevant sections on 'Academic Misconduct' in the current University Calendar. 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

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. For more information on support services and accommodations for students with disabilities, visit <http://www.ucalgary.ca/access/>. Students who require accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on student accommodations is available at <https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

D2L Help

Desire2Learn is UCalgary's online learning management system. Important information and communications about this course may be posted on D2L. Go to <http://www.ucalgary.ca/it/services/d2l> 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/undergraduate> for detailed information on common academic concerns

Advice on Philosophy Courses

You may find answers to your more specific questions about a philosophy degree on the Department of Philosophy's website <http://phil.ucalgary.ca>, or contact one of Philosophy's Undergraduate Advisors. Jeremy Fantl (jfantl@ucalgary.ca), Reid BuchananAllen Habib (anhabibbuchanan@ucalgary.ca), Megan Delehanty (mdelehan@ucalgary.ca).

Field Code Changed

Registration Overload/Prereq Waivers

If you are seeking to register in a Philosophy course that is full or to get permission to waive the prereqs for a course, email the Department Manager, Tram Nguyen (tram.nguyen1@ucalgary.ca). Include the specific course information and your UCID number in your request.

Writing

This course will include written assignments. Faculty policy directs that 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 Ombudsman: <http://www.ucalgary.ca/provost/students/ombuds>