



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

WMST 201-01
Talking Gender and Sexuality
Fall Term 2019

Course Outline

Lectures: Tuesdays/Thursdays 11:00 to 12:15, TI FORUM

Instructor: Safaneh Mohaghegh Neyshabouri
Office: SS 1226
Office Phone: Please use email
Email: safaneh.mohagheghney@ucalgary.ca
Office Hours: Tuesday 10:00 to 10:30 a.m., Thursday 10:00 to 10:30 p.m., or by appointment.

TA: Lara Roth
Email: lara.roth1@ucalgary.ca
Office: SS 12th floor, room TBD
Office Hours: TBD

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, Bears paw, 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 introduces students to the field of women's studies, and provides a helpful overview of relevant issues and concerns. The creation of women's studies is one of the significant achievements of the second-wave feminist movement. Feminists worked for many years to create a place in the academy to study and reflect on issues of gender, race, sexuality, and class, both globally and locally. While there will be a strong emphasis on issues of gender and

sexuality in this class, we will also be exploring other issues such as race. And because the discipline of women's studies has been connected with feminist community organizing and social change work, we will examine how the field of women's studies connects academic and activist work.

Prerequisites: There are no prerequisites for this course.

Course Learning Outcomes

- To understand key issues in the lives of people marginalized due to their gender and/or sexuality.
- To gain knowledge of important historical forces and events.
- To appreciate the practical implications of feminist analysis in everyday life.
- To consider gender, race, and sexuality, in both social terms and personal terms.
- To develop critical thinking skills, grounded in principles of social justice.
- To become a more conscious, self-reflective person.
- To create a vibrant learning community based on participation, empathy, and respect.
- To understand what social change is, and how it has impacted, and continues to impact, our world and our lives.

Content Warning

Some of the materials and topics in this class may include explicit written or audio-visual content (violence, sexuality, objectionable or illegal conduct). If these materials make you uncomfortable, you are encouraged to speak with the professor. You will not be exempt from any assigned work but we will work together to accommodate your concerns. This class respects difference and diversity while welcoming thoughtful, critical debate and discussion.

Participatory Classroom Philosophy

In our participatory classroom, students will be invited to engage in a number of ways, from dyads to small groups to full class. Engagement is encouraged, and not forced. Aligning personal goals with our braver space guidelines and intentions will be helpful.

Required/Recommended Texts:

All readings are available on D2L. It is the responsibility of the student to secure permanent copies of the readings at the beginning of term, and deal with any technological malfunctions; the instructor cannot help with this.

Course Assessment

This course offers no re-takes or make-up assignments. Requests for extensions on assignments should be done well ahead of the due date. If you wish to discuss a grade with the instructor, you must do so during office hours. You will be expected to reflect upon your assigned grade in the context of the course guidelines and any rubrics.

Unless otherwise stated, assignments for the D2L drop-box must be submitted by 11:59PM on the due date.

There is no Registrar-scheduled final.

Assignment Overview:

Participatory classroom assignment, 20 percent of final grade, 2 parts, due Sep 19 and Dec 3, D2L drop-box, 11:59 p.m.

Individual quiz, 10 percent of final grade, in class on September 24.

GBA+, 10 percent of final grade, online course completed and certificated uploaded by October 17 at 11:59 p.m.

Two group quizzes on reading comprehension, in class, 15 percent each, 30 percent of final grade, in class, first quiz October 3, second quiz October 15.

Final take-home exam, 30 percent of final grade, handed out December 5, due December 7, D2L drop-box, 11:59 p.m.

Participatory Classroom Assignment

Considering that this is a participatory classroom, and that the success of a participatory classroom depends on each individual, this assignment will provide the chance for students to set out their intentions for the term, in terms of attendance, participation, engagement, and adherence to the student guidelines/braver space guidelines, and then assess whether they met those expectations. The first part of the assignment is due September 19, D2L, 11:59 p.m., and will consist of roughly one double-spaced page. In it, the student will set out their plan for their level of attendance, participation, engagement, and adherence. In the second part of the assignment, which is due December 3, D2L, 11:59 p.m., students will begin by assigning themselves a letter grade that they believe accurately reflects their attendance, participation, adherence to student guidelines/braver space guidelines, and depth of learning. *Remember: students are giving themselves a grade for the 10 percent of their mark that pertains to issues of participation and engagement, as opposed to the grade they believe they deserve for the entire course.* Students will assess how well they met the expectations they set out in the first part of the assignment, and explain their rationale for the grade. The student's assessment will be considered in light of the instructor's observations, and the instructor will have final say concerning the grade.

GBA+

Status of Women Canada offers online certification in "Gender-Based Analysis Plus." The training program takes approximately 2 hours and there is a required quiz at the end for which you must receive a grade of at least 80% to receive your certification. Submit a copy of your certification in the D2L Dropbox labeled "GBA+" to receive your grade. <https://www.swc-cfc.gc.ca/gba-acsc/course-cours-en.html> The deadline for completing GBA+ and uploading the relevant documents is: October 17, 11:59 p.m.

Students who complete this assignment by the due date will earn an A grade (that is, 93 out of 100 points) on this assignment.

Individual Quiz

Students will complete an in-class quiz on September 24. The focus of this quiz is the course outline and the Student Code of Conduct Agreement. Students will be prepared to discuss the

general concepts of the Student Agreement, braver space, the participatory classroom, the course learning outcomes, and the assignments for this term.

Group Quizzes

These are closed-book, in-class quizzes. Students will be asked to explain general concepts, ideas, and theories from the articles they have read. This will not involve memorizing word for word from the text, but will be a chance for students to explain these concepts in their own words. The quizzes will be done in the small groups that were set near the beginning of the term. Keep in mind that it is important to prepare well for these quizzes, given that your own grade and the grade of your fellow students depend upon it. If you are concerned that your reading comprehension skills are not strong, you would be well-advised to meet with the instructor during office hours, to get helpful ideas about how to strengthen them. Each quiz is worth 15 percent of the final grade.

Final Exam

This will be handed out in class on last day of class. The exam will be set up in such a way that students are able to provide the instructor with evidence of their ability to explain course material in their own words, illustrate the depths of their critical/holistic thinking skills, and show that they are able to make connections between our course readings, our class discussions, and important social issues of our day. The exam will be due at 11:59 p.m., on Dec 7, and must be submitted through the Dropbox of our D2L site.

Policy for Late Assignments

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

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

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

Grading system:

This course uses a combination of letter and number grades, according to the chart below. The university's Undergraduate Grading System is available here: <http://www.ucalgary.ca/pubs/calendar/current/f-2.html>.

This course does not use a bell curve – whatever mark you get is it.

Grading Scale

A+	96 – 100%	C+	65 – 69.99%
A	90 – 95.99%	C	60 – 64.99%
A -	85 – 89.99%	C -	54 – 59.99%
B+	80 –	D+	53 –

	84.99%		54.99%
B	75 – 79.99%	D	50 – 52.99%
B -	70 – 74.99%	F	0 – 49.99%

Women's Studies Program Course Policies

Course Content:

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

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

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

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

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

SU Wellness Centre

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

Alberta Mental Health Hotline

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

Calgary Communities Against Sexual Abuse Hotline

(<http://www.calgarycasa.com/> 403-237-5888)

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

Women's Resource Centre

(<https://www.ucalgary.ca/women/> 4th Floor, MacEwan Centre, in The Loft)

Q Centre for Gender and Sexual Diversity

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

Faith and Spirituality Centre

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

Native Centre

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

For more resources, you are encouraged to consult the Campus Mental Health Strategy.
<http://www.ucalgary.ca/mentalhealth/>

If you have a serious concern about the instructor's conduct, you may speak in full confidence to the Head of the Department of Philosophy (nwyatt@ucalgary.ca) Please note, the Women's program Studies is administered by the Department of Philosophy.

Student Code of Conduct Agreement, also known as the Student Agreement

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 got) to take notes in class. Using your device to go online for any reason – unless the instructor gives you direction to do so for class-related purposes – is prohibited and may result in having your privileges to use your device in class revoked and/or you being removed from the class. See the Student Code of Conduct Agreement for more details.

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

Student-Instructor Communication

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

The instructor will endeavor to respond to emails within three business days after receiving the message. If the student emails a question that is fully addressed by the syllabus, Student Code of Conduct, or posted on D2L, the instructor will not reply. Therefore, if you don't receive a response within three business days, that probably means you can find the answer somewhere

yourself. The instructor may respond to your email query with the request that you come meet with them in person to discuss. Please note, that the university's regular business hours are 8:30-4:30, Monday through Friday and excludes recognized holidays. See the Academic Schedule for more details:

<https://ucalgary.ca/pubs/calendar/current/academic-schedule.html>

Children in Class:

All exclusively breastfeeding babies are welcome in class as often as it is needed and the parent is welcome to nurse however is best for baby.

It is understood that occasionally childcare arrangements for toddlers and older children can fall through, and therefore you may bring your child to class. There is no need to inform the instructor beforehand. Bringing the child to class should be a last resort, not a permanent solution. If the child is sick, it is preferable that they do not come to class.

In all cases when a student brings a child to class, you must make every effort to arrive to class early, sit near the back and by a door, so that the child is settled before class begins. If they need attention or are disrupting the class, you can easily step outside with them. Once the child is settled again, you are most welcome to return to class.

Other students are asked not to interrupt the parent or attempt to draw the child's attention as this can end up being very disruptive and may upset the child (not to mention the parent!)

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

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act, as outlined at ucalgary.ca/legalservices/foip. The instructor (or TA) must return graded assignments *directly* to the student UNLESS written permission to do otherwise has been provided.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (laws-lois.justice.gc.ca/eng/acts/C-42/index.html).

Sep 10/12: History. Read **Zin** and **King**

Sep 17/ 19: Foundational Issues. Week 1. Read **Green, Chess et al, Bowen**. *Part 1 of participatory classroom assignment due Sep 19.

Sep 24/26: Foundational Issues. Week 2. Read **Frye** and **Chernik**. Quiz on course outline and student agreement from 11-11:15 on Sep 24.

Oct 1/3: On October 1 the class will be at ENA 101
Foundational Issues. Week 3 Read **Kilbourne**. **Group quiz #1 October 3**. On October 1 the class will be at ENA 101

Oct 8/10: Read **Tatum, El-Ghobashy, Langston, El-Solaylee**

Oct 15/17: **Group quiz 2**, Oct 15 / **GBA+ certificate due**. **Oct 17 (Activity TBA)**

Oct 22/24: Case Study: Sexual Health and Sexual Violence Prevention. Read **Friedman** and **Valenti (Introduction)**, and **Filipovic**.

Oct 29/31: Case Study: Sexual Health and Sexual Violence Prevention. Read **Kulwicki** and **Corinna**.

Nov 5/7: Environmental Issues. Read *Climate Science Basics (see link)* and *Excerpt from The Right to Be Cold (Watt-Cloutier)*.

Nov 12/14: Reading Week

Nov 19/21: Read **Joan W. Scott** “Introduction” and “Chapter 1”

Nov 26/28: Bring examples of Muslim women’s representation in American or European media, think beyond printed press. Read **Abu-Lughod**

Dec 3/5: Read **Moore Lappe** and **Hawken**. **Dec 3. Part two of participatory exam due due Dec 3. Final take-home exam handed out Dec 5, Due Dec 7.**