



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

WMST 201 Lec 01
Talking Gender and Sexuality
Spring 2020

Course Outline

Lectures: Asynchronous online format

Instructor: Dr. Shelley Smith
Email: sasmi@ucalgary.ca
Office Hours: N/A

TA: Nicholas Kerklaan
Email: nicholas.kerklaan@ucalgary.ca
Office Hours: N/A

Communication with both the instructor and TA will be primarily by email. Telephone or video communication by arrangement/appointment.

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 introduces students to the field of women's studies, and provides a helpful overview of relevant issues and concerns. We will explore the historical and political origins of women's studies, contemporary issues of social justice and misogyny, and how the field of women's studies connects with academic and activist work. Though there is strong emphasis on issues of gender and sexuality, we will also study issues such as race and disability.

Prerequisites: None.

Course Learning Outcomes

- To understand key principles and practices behind feminist and gender theory and activism;
- To understand major paradigms in gender and sexuality studies, and their political praxis;
- To appreciate the valuable insights that a gender lens brings to everyday issues;
- To become a more critical, self-reflective, and conscious scholar;
- To participate in a vibrant, questioning community of learning that is rooted in respect for diversity and demand for social justice.

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

Due to COVID-19, all instruction will be online through D2L. There will not be required group Zoom lectures or discussions. However, every effort to maintain a participatory and engaging environment will be made through D2L discussion boards. Participation is a critical component in achieving the course objectives and increasing personal growth through sharing views and experiences.

Required/Recommended Texts (including electronic resources)

All required readings and videos will be posted on the D2L course website.

A schedule of lectures and readings will be posted on D2L during the first week of class. Short video lectures and Powerpoint study guides will be posted on D2L by Sunday night prior to the scheduled readings and videos.

Course Assessment

- **D2L discussion board participation** will be ongoing throughout the semester and is worth 15%.
- **Two (2) written assignments** due Sunday, May 24th and Sunday, June 7th at 11:30pm submitted through D2L dropbox. Worth 10% total (5% each).
- **At home midterm exam (format: short/long answer questions & short essay)**, posted to D2L Sunday, May 31st at 8:00am, due Monday, June 1st at 11:30pm submitted through D2L dropbox. Worth 25%
- **Social Media Awareness and Activity project proposal**, due Tuesday, May 19th at 9:00am, submitted through D2L dropbox. Worth 5%.
- **Social Media Awareness and Activity final project**, due Sunday, June 14th at 11:30pm submitted through D2L dropbox. Worth 20%.
- **At home final exam (essay format)**, posted to D2L Thursday, June 18th at 8:00am, due Sunday, June 21st at 11:30pm submitted through D2L dropbox Monday, August 12th, and due Thursday, August 15th at 11:59pm through D2L dropbox. Worth 25%.

There will not be a Registrar scheduled final exam for this course.

A passing grade on any particular component of the course is NOT essential for passing this course as a whole.

Late submissions will only be accepted with appropriate documentation and prior arrangement with the instructor. I know that we are in trying times right now, and I will work with you as circumstances require, but you must contact me **prior to** due dates.

D2L discussion board participation (15%)

The success of this course depends on participation and discussion. There will be a variety of ways to participate via D2L discussion boards: posting questions regarding topics/readings/videos; posting additional materials relevant to course topics; responding to posted materials; sharing views and experiences. Your grade for this component will depend on the regularity/frequency of your participation and degree of discussion and insight. For example, replying to multiple posts “I agree” or “good point” will not earn high marks.

Assignments (2 x 5%)

Written assignments will comprise of responding to four (4) long answer questions. Questions will be posted to D2L 1 week prior to assignment deadline, and responses should be approximately 1 -2 paragraphs in length for each question (assignments should be 3-4 pages double-spaced). Questions will be based on assigned readings (or videos) and answers should reflect critical evaluation.

Midterm Exam (25%), Final Exam (25%)

The midterm exam will be posted to D2L on Sunday, May 31st at 8:00am and is due Monday, June 1st at 11:30pm. The format will be short answer questions (1-3 sentence responses), long answer questions (1-2 paragraph responses) and a short essay (1 page double-spaced). All questions will be based on assigned materials (readings and videos), and D2L discussions.

The final exam will be posted to D2L on Thursday, June 18th at 8:00am and is due Sunday, June 21st at 11:30pm. The format will be 2 essays (2-3 pages double-spaced each). The first essay will be a critical response to 1 of 3 questions based on assigned course material, and the second essay will be personal reflection and evaluation.

More details regarding material covered and study suggestions will be given in advance of the exams.

Social Media Awareness and Activism Project (proposal 5% and final project 20%)

Students will evaluate and engage in social media activism and submit a final, reflective report. They will catalogue what they have done, and include printed copies (screen shot) of online commentary when they submit their project through D2L dropbox on Sunday June 14th at 11:30pm. Students will choose to follow two or three groups or individuals online, and evaluate/engage with those individuals or groups in an ongoing fashion. This could be done by responding to a blog post, commenting on a Facebook post, or share their thoughts in the 'comment' threads of a website.

Students may have a good reason to use a pseudonym for their online postings. If this is the case, an explanation must be included in the report.

In order to achieve a passing grade, students must evaluate and/or engage in six (6) different discussions/topics/threads (at least two instances for each source followed) and complete a written report answering a number of questions provided by the instructor. Assigned grades depend on providing proof of, and completing, an appropriate amount of online work, as well as providing reflective and insightful responses to questions making connections to relevant themes discussed in class.

To ensure students get a timely start on this project and have settled on their sources, a short proposal will be due through D2L on Monday, May 18th at 11:30. This proposal will identify the two or three groups/individuals to be evaluated online, reasons for why the sources are chosen, the connection to course material, and the intended approach (engagement or evaluation).

Detailed proposal and project criteria and required format will be posted to D2L.

Grading Scale:

A+ 96-100	B+ 80-84.99	C+ 65-69.99	D+ 50-54.99
A 90-95.99	B 75-79.99	C 60-64.99	D 45-49.99
A- 85-89.99	B- 70-74.99	C- 55-59.99	F 0-44.99

Women's Studies Program Course Policies

Course Content:

Even though this course will be entirely online, classroom policies and standards will apply to all online engagement.

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

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

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

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

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

SU Wellness Centre

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

Alberta Mental Health Hotline

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

Calgary Communities Against Sexual Abuse Hotline

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

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

Women's Resource Centre

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

Q Centre for Gender and Sexual Diversity

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

Faith and Spirituality Centre

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

Native Centre

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

For more resources, you are encouraged to consult the Campus Mental Health Strategy.

<http://www.ucalgary.ca/mentalhealth/>

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

Student Conduct

Students are expected to keep up to date with all required posted content on D2L including regular engagement and review of all online discussions. Students are responsible for reading all course announcements on D2L and regularly checking their ucalgary email.

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 previously provided.

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>

Student-Instructor Communication

Students should, as a first point of contact, email the course TA. Deadline extensions must be approved by the instructor prior to the assignment deadline.

The instructor and TA will endeavor to respond to emails within a day after receiving the message Monday to Friday. Emails may not be responded to during the weekend. If the student emails a question that is fully addressed by the syllabus, Student Code of Conduct, or posted on D2L, the instructor or TA will not reply. Therefore, if you don't receive a response that probably means you can find the answer somewhere yourself. If your question requires an extensive response, the instructor or TA may request that you communicate via telephone or video chat.

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 (phildept@ucalgary.ca).

IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION

Academic Honesty

Cheating or plagiarism on any assignment or examination is regarded as an extremely serious academic offense, the penalty for which will be an F on the assignment or an F in the course, and possibly a disciplinary sanction such as probation, suspension, or expulsion. See the relevant section K.5 on 'Academic Misconduct' in the current University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>.

Intellectual honesty requires that your work include adequate referencing to sources. Plagiarism occurs when you do not acknowledge or correctly reference your sources. If you have questions about correct referencing, consult your instructor.

Academic Accommodation

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their instructor.

D2L Help

Desire2Learn is UCalgary's online learning management system. Important information and communications about this course may be posted on D2L. Go to <https://ucalgary.service-now.com/it> for help.

General Academic Concerns and Program Planning

Have a question but not sure where to start? The Arts Students Centre is your information resource for everything in the Faculty of Arts. Drop in at SS102, call 403-220-3580, or email ascarts@ucalgary.ca. Advisors in the ASC can also provide assistance and advice in planning your program through to graduation. Visit the Faculty of Arts website at <https://arts.ucalgary.ca/advising> for detailed information on common academic concerns

Advice on Women's Studies Courses

You may find answers to your more specific questions about a degree in Women's Studies at the University Calgary at <https://arts.ucalgary.ca/womens-studies> or contact the Coordinator of the WMST Program, Joe Kadi at jkadi@ucalgary.ca.

Registration and Prerequisite Waivers

If you have questions regarding registration, or are seeking permission to waive the prerequisites for a course, email the Philosophy Department Undergraduate Program Administrator (UPA), Rebecca Lesser (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.

Protection of Privacy

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act. The Department of Philosophy ensures the student's right to privacy by requiring all graded assignments be returned to the student directly from the instructor or teaching assistant.

Internet and Electronic Communication Devices

The instructor reserves the right to establish course policies regarding the use of devices such as laptops, tablets, and smartbooks. If allowed, these devices must be used exclusively for instructional purposes and must not cause disruption to the instructor or to fellow students. Cell phones and paging devices should be set to silent mode during lectures. Audio or video recording of lectures is not permitted without the written permission of the instructor. Students violating this policy are subject to discipline under the University of Calgary's Non-Academic Misconduct policy

Emergency Evacuation:

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

Other Helpful Contacts

- Safewalk and Campus Security: 403-220-5333.
- Faculty of Arts Student Representatives: 403-220-6552, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
- Student Union: <https://www.su.ucalgary.ca/>; 403-220-6551.
- Student Ombudsman: <http://www.ucalgary.ca/provost/students/ombuds>
- Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>