



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

WMST 401 Lecture 03
Special Topics: Health and Social Context

Winter 2021

COURSE OUTLINE

Instructor Name: Joe Kadi

Email: jkadi@ucalgary.ca (please review communication guidelines below)

COURSE DELIVERY INFORMATION

This course will be delivered in a hybrid style, with online meetings on Wednesdays, 11-12:15. Material will be posted on our D2L site for students to access asynchronously.

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; 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.

OFFICE HOURS:

Office hours are used by students to get clarity about assignments, and to discuss matters of personal importance. For this term, students will receive clarity about assignments via a Logistics Discussion Board, which has been set up on D2L for any and all questions having to do with assignments and deadlines. The instructor will regularly check the Logistics Discussion Board and post answers there. Any student needing clarity about practical course matters must check this Discussion Board first. The instructor will not answer emails seeking information that is already available in the course outline or on the Logistics Discussion Board.

The instructor is available to meet with students about matters that fall outside of the Logistics Discussion Board, for example, matters of personal importance. In such cases, students should email the instructor, and request a 15-minute private zoom meeting. It will expedite matters if the student includes a few optional days/times when they are available for such a meeting.

COURSE INFORMATION

Students can find the official course description here:

<https://www.ucalgary.ca/pubs/calendar/current/womens-studies.html>

PREREQUISITE(S)

It is the student's obligation to ensure all pre-requisites are met or waived. Pre-requisites are provided in the calendar's course descriptions:

<https://www.ucalgary.ca/pubs/calendar/current/womens-studies.html>

COURSE DESCRIPTION

Our focus is on gender, race, disability and health, moving from the personal to the planetary.

We will be engaging in this course during a global pandemic, which has laid bare political and social dimensions of issues pertaining to health and wellbeing. Our course of study begins with the pandemic, and moves outward from there. Following the patterns set by feminist health activists in the 1970s, we will gain an accurate knowledge base, and the ability to think holistically, about several important, related questions: What is health, what is wellbeing, and how are issues of disability central to these questions? What political, social, and environmental issues pertain to health? In what ways are planetary and personal health linked? Why is it necessary to understand environmental issues in order to understand personal health?

Our approach will necessarily be interdisciplinary, holistic, and intersectional.

COURSE OBJECTIVES/LEARNING OUTCOMES

- Gain an accurate knowledge base about health as it relates to race, disability, and gender.
- Gain an accurate knowledge base pertaining to planetary health and individual health.
- Consider issues of planetary health, and the ways it links with personal health.
- Understand health, healing, disability, wellbeing, and wholeness from feminist perspectives.
- Understand feminist health activism.
- Strengthen/deepen our critical/holistic thinking skills.
- Work to establish a vibrant learning community based on respect and support.
- Work together as co-creators of knowledge and understanding.

PARTICIPATORY CLASSROOM PHILOSOPHY

Women's Studies courses (WMST) operate according to a participatory classroom philosophy. Students will be expected to engage with each other and the instructor in a

number of ways, both synchronous and asynchronous. No student will be placed in an inappropriate or risky situation, and all students are encouraged to bring their “braver space” intentions.

We recognize that these are extraordinary times, with additional stress upon everyone. Technology helps us stay connected but also adds different pressures and expectations – and new forms of etiquette. When in a synchronous online environment, we encourage students to turn on their video interface. Asynchronous communication must be timely, detailed, and respectful. More details are provided below, including university regulations governing academic and non-academic misconduct. WMST instructors rely on students to follow our guidelines, and respect our policies.

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.

REQUIRED/RECOMMENDED TEXTBOOKS, READINGS AND MATERIALS

Required textbook: *Kindling: Writings on the Body*. By Aurora Levins Morales. Palabrera Press, Cambridge. 2013. Available through University bookstore.

Other resources will be available through D2L.

COURSE ASSESSMENT AND EVALUATION

Attendance/participation. 15 percent. Students are expected to attend zoom class meetings, and to participate (with verbal and written comments during large-group discussion, and with verbal comments during small-group discussion).

Responses to readings. 25 percent. Students will choose four sets of readings (from four different weeks), and write a short response of 300 to 500 words: students must stick to the 500-word limit, as anything more than 500 words will not be considered part of the assignment. In the response, students may discuss any or all of the following: general concepts and theories, connections to previous readings, links to their own experiences, emotional and/or intellectual responses to the material, disagreements and questions concerning the material, key insights and learnings. The responses will be graded for depths of critical thinking skills, clarity in writing, and ability to make connections. Students are encouraged to submit these assignments on a regular basis throughout the term. The final due date for all responses is March 31.

From the three assignments listed below, students will choose two. Regardless of which two assignments are chosen, the first due date is February 26, and the second due date is April 19.

Option One: Health Biography. 30 percent. This health biography will be a critical reflection paper focused on your experience with health, illness, disability and/or healing. Writing this biography will enable you to reflect on these aspects of your life, and to utilize course concepts, definitions, and resources to help you engage in critical/holistic thinking in relation to them. The paper will be 6 to 8 double-spaced pages, in 12-point font, with a minimum of eight citations from our course readings. Outside sources may be used, but are not essential to the project.

Option Two: Research Paper. 30 percent. Choose a non-human animal species, a specific type of insect, bird, mammal, reptile, amphibian, fish (e.g. monarch butterfly, blue whale). Discuss the current state of health/wellbeing for that species, the current state of their habitat, what is known about their population and reproductive rates, whether the group is classified as endangered, whether any particular social change group is working on behalf of the species. If a social change group is taking action, find out what those actions are, how long they have been in effect, and whether any positive shifts have happened. Utilize peer-reviewed, scholarly journal articles, as well as credible websites and media resources; a minimum of eight citations from such sources will be required. The paper will be 6 to 8 double-spaced pages, in 12-point font.

Option Three: Final creative project. 30 percent. This final project gives each student a chance to reflect on what they have learned, what insights they have gained, and what they will take with them as the course ends. It will be done in a creative format, such as a video, a 'zine, a song, a visual art project, a children's book, a series of blogs. A minimum of eight citations, taken from four of our course readings, course lectures, and/or class discussions, will be included in the project, as well as a citations page.

More detailed information for each assignment will be available on our D2L site, under 'Content,' and then 'Assignments'.

Exams

There is no final exam for this course.

GRADING SYSTEM:

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

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

Percentage	Letter	Usually Graded	Point	Description
96 + %	A+	97	4.0	Outstanding

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

Policy for Synchronous Assessments and Absences

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

If you complete less than 30% of all assignments, you may receive a final grade of F. If you complete all assignments but receive more than two Fs, you may receive a final grade of F.

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

WOMEN'S STUDIES PROGRAM COURSE POLICIES

Student Conduct

A Student Code of Conduct Agreement, available on D2L, is part of this course. It is a required component of the class (see "Engagement"). Expectations for online course engagement are detailed in D2L, which monitors student use.

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 provided during regular class meetings.

Group work is a necessary component of a participatory classroom because it develops critical thinking and social skills. There will be a variety of assignments and engagement requirements that will demand your time and consideration of others.

Students must adhere to the Principles of Conduct, both Academic and Non-Academic, as outlined in the University of Calgary Calendar: ucalgary.ca/pubs/calendar/current/k.html

Course Technology

This course is offered as an online/remote version only. Students are responsible for their own technological equipment (hardware, software, and connectivity) and must feel confident using a variety of programs and portals. The instructor does not provide technical support. If you are experiencing any technical issues, you must go through ucalgary.ca/it. All work must be completed using the online technologies designated by the instructor. Failure to complete any assignments by the deadline and according to the instructions due to technological error on the student's part is not sufficient grounds for an extension or re-take, and may result in a grade of F (0).

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.

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 a least once a week for any updates. D2L only uses @ucalgary email addresses.

Other platforms, portals, and programs may be required to complete course work. Students must have the capability to stream video.

During synchronous meetings, we encourage students to turn on their video interface, and avoid distractions (including technologies and screens that are not relevant to the course) in order to facilitate group connections. At the same time, we are aware that there are circumstances that do not always make this possible. We trust students to make the right decision for themselves in keeping with the Braver Space Guidelines.

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 (Zoom), 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 five business days of 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 you don't receive a response

within five business days, it means you can find the answer yourself and are expected to do so.

The instructor may respond to your email query with the request that you meet online synchronously 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: ucalgary.ca/pubs/calendar/current/academic-schedule.html

If you have concerns about a received grade, before contacting the instructor, you must do the following:

- Review all rubrics, assignment instructions, and supporting documentation
- Be prepared to answer why you received the grade you did based on the materials listed above

Unless it is an error of fact by the instructor (not one of analysis or assessment), your grade will not change, nor will you be granted additional work or a re-take. Emails demanding a re-assessment will go unanswered.

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 course 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.*

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

When in a course 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 on to your own personal beliefs, but recognize that there will be differences of opinion and experience.

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

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

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. If you need to correct language use, do so respectfully; 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 course 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 unacceptable.

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 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 to the participatory classroom.

Review and adhere to guidelines for online communication in both synchronous and asynchronous settings as provided by the instructor.

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

- *SU Student Wellness Services*
ucalgary.ca/wellnesscentre 403-210-9355 / 403-266-4357
- *Alberta Mental Health Help Line*
albertahealthservices.ca/findhealth/Service.aspx?id=6810&serviceAtFacilityID=1047134 1-877-303-2642
- *Calgary Communities Against Sexual Abuse Hotline*
calgarycasa.com 403-237-5888

Trained peer supporters are also available on campus

- *Women's Resource Centre*
<https://www.ucalgary.ca/student-services/womens-centre/home>
4th Floor, MacEwan Student Centre, in The Loft
- *Q Centre for Gender and Sexual Diversity*
su.ucalgary.ca/programs-services/student-services/the-q-centre
2nd Floor, MacEwan Hall, near The Den
- *Faith and Spirituality Centre*
<https://www.ucalgary.ca/student-services/faith-spirituality>
3rd Floor, MacEwan Student Centre
- *Writing Symbols Lodge*
<https://www.ucalgary.ca/student-services/writing-symbols/home>
3rd Floor, MacEwan Student Centre

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

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

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 listing on the Faculty of Arts website: 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
Writing Symbols Lodge
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 Women's Studies 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).

Effective July 1, 2021, the program's name will be changed to Gender and Sexuality Studies, under the course designation of GSXS. Over this curricular year, we will be adjusting to this change. It will not affect your degree or course standing. If you have any questions, ask your instructor or the program coordinator.

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.

Time limit and extended deadline accommodations can be set by D2L. Therefore it is imperative that students provide instructors with the appropriate documentation at the beginning of term.

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 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.

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. For more information, and other services offered by the Student Success Centre, please visit ucalgary.ca/ssc.

Responsible Use of D2L

Important information and communication about this course will be posted on D2L (Desire2Learn), UCalgary's online learning management system. Visit ucalgary.service-now.com/it for how-to information and technical assistance.

All users of D2L are bound by the guidelines on the responsible use of D2L posted here: <https://elearn.ucalgary.ca/commitment-to-the-responsible-use-of-d2l/>.

The instructor may establish additional specific course policies for D2L, Zoom, and any other technologies used to support remote learning. Instructional materials, including audio or video recordings of lectures, may not be posted outside of the course D2L site. 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-policy.pdf) and requirements of the copyright act (laws-lois.justice.gc.ca/eng/acts/C-42/index.html).