



UNIVERSITY OF  
CALGARY

FACULTY OF ARTS  
DEPARTMENT OF PHILOSOPHY  
WOMEN'S STUDIES PROGRAM

**WMST 301.04-01**  
**Women and Health**  
**Spring Term 2016**

**Course Outline**

**Meetings: Mondays and Wednesdays 1:00-3:45 in TRA102.**

**Instructor:** Joe Kadi .

**Office:** Social Sciences, Room 1206.

**Email:** [jkadi@ucalgary.ca](mailto:jkadi@ucalgary.ca) (email is best; please do not phone).

**Office Hours:** Mondays 12:00 to 12:30, or by appointment.

**COURSE DESCRIPTION**

Our coursework starts with definitions, so that we have a common framework for grasping the issues at hand. What is health? What political, social, and cultural issues pertain to health? What is the link between personal and communal health? What is the link between environmental degradation, planetary health, and individual health? This semester we will work collectively to critically examine the workings of gender, race and class that shape our understandings and experiences of health, illness, disability, and healing. Our approach will necessarily be interdisciplinary, holistic, and intersectional.

**Course Objectives**

- Understand health, healing, disability, and wholeness from personal, communal, and feminist perspectives.
- Understand feminist activism around women's health, past and present.
- Appreciate the practical implications of feminist social change work in everyday life.
- Gain an accurate knowledge base pertaining to planetary health, communal health, and individual health.
- 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.

Students are welcome to add their own learning objectives and share them with the group.

**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.

### **Student Agreement and Other Important Matters:**

Students are expected to carefully read the Student Agreement, and sign it, after our first class. The Student Agreement explains important issues having to do with creating a respectful environment, ensuring confidentiality, setting up a distraction-free classroom, and so forth. If a student has concerns about the Student Agreement and needs to speak to me in order to negotiate a modified agreement, you need to come to discuss this with me. Otherwise, I expect that all students will sign the document, and follow the guidelines stated there.

Responsibility for attending and 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 hours. The course includes a combination of individual assignments, group work, lectures, screenings, and readings.

Use of recording technologies in class is prohibited.

A D2L portal has been set up for this course which allows for group correspondence, course announcements, assignment submissions, and other forms of communication. Students are expected to check D2L, and their email, regularly.

Students are expected to arrive to class on time and prepared to work.

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>

### **TEXTBOOKS AND ASSIGNED READINGS**

Articles will be posted on our D2L site.

### **ASSIGNMENTS AND EVALUATION**

Participatory Classroom, part I, and part II, due May 16 and June 27, worth 20%.

Health biography, due May 25, worth 20%.

Revised health biography, due June 15, worth 30%.

Final take-home exam, due June 29, worth 30%.

***Participatory Classroom Assignment Parts One and Two, worth 20%.***

\*A two-part assignment geared toward building a participatory classroom, worth 20%. Each part of the assignment involves writing a 2 to 3 page double-spaced paper focusing on issues of attendance and participation. In the second paper, the issue of depth of learning will also be addressed. The first part of the assignment, the Overview, is due May 16, at the beginning of class. In this paper, the student will set out their plan for their level of attendance and participation. 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 the second part of the assignment, which is due June 27, at the beginning of class, students will begin by assigning themselves a grade that they believe accurately reflects their attendance, participation and depth of learning. They will explain their rationale for this grade by explaining how they have conducted themselves throughout the semester, in terms of attendance, participation, and depth of learning, and they will also refer to the first paper (intentions and goals set in the first paper will help them frame the second paper). The student's assessment will be considered in light of the instructor's observations, and the instructor will have final say concerning the grade. Due dates are May 16 and June 27, at the beginning of class. Make sure you read Guidelines for the Participatory Classroom Assignment, on our D2L site.

This assignment will help students clarify their role in the participatory classroom, and it will help them clarify why they have chosen to take this course, in terms of considering questions such as: What are your desired learning outcomes? What do you think will be challenging? What issues interest you? For the first part of this assignment, the syllabus, course outline, and initial readings will help provide clarity about these learning outcomes. For the second part of the assignment, students will refer to key scholars and texts that have informed their work through the term.

***Writing Your Health Biography, worth 20%.***

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 health-related events in your life and how they've both influenced, and been influenced by, your attitudes, beliefs and feelings. You will write a 4 to 6 page, double-spaced paper, in 12-point font. You will include a minimum of three citations from our course readings, our definition handout, and/or our class discussions. The paper will include an appropriate introduction and summary. You will be graded on clarity of writing, strength of organization, the thoroughness with which you discuss your ideas, and your critical thinking skills. Paper is due May 25 at the beginning of class.

***Revising Your Health Biography, worth 30%.***

The revised critical reflection paper allows you to revisit your biography with the new knowledge you've acquired. You will have had the chance to read more of our course

material, and to learn from the biographies of other students posted on our D2L site. These opportunities will allow you to deepen, challenge, and expand your earlier understandings.

This second paper will be 6 to 8 double-spaced pages, typed in 12-point font. It will include a minimum of five citations from our course material (these citations can be taken from other student biographies, our course readings, our course discussions). A citations page will be included, as will a cover page. This critical reflection paper will include an appropriate introduction and summary. You will be graded on clarity of writing, strength of organization, the thoroughness with which you discuss your ideas, and your critical thinking skills. Paper is due June 15 at the beginning of class.

***Final Take-home Exam, worth 30%.***

The final exam will consist of questions which will allow students to reflect critically on what they have learned in the course. All course material will be covered on this exam. Due date: 29 June at the beginning of class (must be handed in, in person).

**It is the student's responsibility to keep a copy of each submitted assignment.**

Note: Please hand in your essays directly to your instructor. If it is not possible to do so, a drop box is available in the Philosophy Department, 12<sup>th</sup> floor of Social Sciences. You will see the instructor's name on one of the boxes. These boxes are emptied every day at 4 p.m., and whatever is inside the box is then stamped with the date.

**REGISTRAR-SCHEDULED FINAL EXAM**

There will not be a Registrar-Scheduled final exam in this course.

**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 – 84.99% | D+  | 53 – 54.99% |
| B   | 75 – 79.99% | D   | 50 – 52.99% |
| B - | 70 – 74.99% | F   | 0 – 49.99%  |

## LATE ASSIGNMENTS

### Policy For Late Assignments

Unless otherwise stated, no extensions will be granted on assignments except in cases of documented 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 may result in a grade of F (zero) in the course. If you complete all assignments but receive more than two Fs (including an F in participation), 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.

### About the Women's Studies Program

This course may be counted toward a Women's Studies degree. The Women's Studies Program offers Major, Minor, and Honours undergraduate degrees. Housed in the Department of Philosophy, the program is dedicated to offering students a feminist social justice classroom where we can bravely explore issues relating to gender and sexual equity and diversity from many perspectives. For more information, contact the program coordinator ([wmstprog@ucalgary.ca](mailto:wmstprog@ucalgary.ca)) and check out our website: <https://arts.ucalgary.ca/womens-studies>.

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

[Consent Awareness and Sexual Education Club](#)  
[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](#)

### Content Warning:

Some of the materials and topics in this class will 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 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.

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, and a university classroom holds high standards of research, evidence, and analytical proof.

Students need to listen attentively 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/services.asp?pid=saf&rid=1019446> 1-877-303-2642)

Trained peer supporters are also available on campus through:

### **Women's Resource Centre**

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

### **Q Centre for Gender and Sexual Diversity**

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

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

### **Student-Instructor Communication**

Appropriate communication procedures are described in detail in the Student Code of Conduct Agreement. The instructor's preferred means of communication is through email. Also, if the instructor's office hours are not workable for the student, an alternate meeting can be arranged.

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 by the syllabus, classroom agreement, or an announcement / news item posted on D2L, 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, age, citizenship status, and reproductivity.

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.,
- 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

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 and/or desired.

## **SCHEDULE OF LECTURES AND READINGS**

This will be handed out the first day of classes.

### **Plagiarism**

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 below on plagiarism.

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not.

Most commonly plagiarism exists when:

- (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) parts of the work are taken from another source without reference to the original author,
- (c) the whole work (e.g., an essay) is copied from another source, and/or,
- (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. A recognized system of citation must be used for this purpose.

### **Academic Accommodation**

Student's 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 additional information on support services and accommodations for students with disabilities, visit <http://www.ucalgary.ca/access/> . Students who require an 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 [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf)

### **D2L Help**

Desire2Learn is the University of Calgary's online learning management system. Go to <http://www.ucalgary.ca/it/services/d2l> for help.

### **Student Advising and Information Resources**

- General Academic Concerns and Program Planning– Have a question but not sure where to start? The Arts Students' Centre is your information resource for everything in the Faculty of Arts. Drop in at SS102, call 403-220-3580, or email [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca) . Advisors in the ASC can also provide assistance and advice in planning your program through to graduation. Visit the Faculty of Arts website at <https://arts.ucalgary.ca/undergraduate> 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 WMST in the University Calgary <http://www.ucalgary.ca/pubs/calendar/current/arts-4-66.html> or contact the 2015-16 Coordinator of the WMST Program, Dr. Rebecca Sullivan [rsulliva@ucalgary.ca](mailto:rsulliva@ucalgary.ca)
- **Registration Overload/Prereq Waivers** – If you are seeking to register in a WMST course that is full or to get permission to waive the prereqs for a course, email the instructor of the course.

### **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.

### **Safewalk**

Call 403-220-5333 (24/7/365) for a Safewalk volunteer to accompany you safely to your destination on campus including parking lots, housing, and the LRT station or use a Campus Help Phone.