

**FACULTY OF ARTS**  
**WOMEN'S STUDIES PROGRAM**

**WMST201.02 Winter 2015**

**TITLE:** Introduction to Women's Studies  
**Instructor:** Rebecca Sullivan  
**Office:** SS1142  
**Phone:** 403-220-3397  
**Online:** rsulliva@ucalgary.ca  
**Office hours:** Tuesdays, 12:30 – 2:00 PM

**Course description:**

An introduction to academic feminism that critically deconstructs cultural notions of sex, gender, race, class and other social stratifiers. This course discusses contemporary and classical feminist perspectives; and examines feminist work and activism.

**Student conduct:**

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

**SU Wellness Centre** (403-210-9355 / 403-266-4357)  
**Calgary Communities Against Sexual Abuse Hotline** (403-237-5888)  
**Alberta Mental Health Hotline** (1-877-303-2642)

Trained peer supporters are also available through the Women's Resource Centre (4<sup>th</sup> Floor, MacEwen Centre, in The Loft), and the Q Centre for Gender and Sexual Diversity (2<sup>nd</sup> Floor, Mac Hall, near The Den).

If you have a serious concern about the professor's conduct, you may speak in full confidence to the Associate Dean of Undergraduate Programs and Student Affairs (Dr. Virginia Tumacz, [tumasz@ucalgary.ca](mailto:tumasz@ucalgary.ca))

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

Students are welcome to bring portable word processing devices (tablets, laptops, airbooks, Acer, anything you got) to class as learning tools to improve your focus and engagement in the lecture. Abuse of these devices (surfing inappropriate or offensive material, use of social network sites, texting, playing music, watching videos, etc.) is prohibited and may result in having your privileges to use your device in class revoked and/or being removed from the class. See the section on Course Technology for more details.

Plagiarism, defined as using any source whatsoever without clearly documenting it, is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement on plagiarism provided at the end of the syllabus.

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

A peer mentor has been assigned to this class. They will offer regular appointment hours if you wish to speak with them about matters pertaining to this course and/or your learning experience at the university. However, they report directly to the professor and have no decision making authority. Thus, if you have an issue that affects your performance in the class or require additional support, you need to speak with the professor. If your issue is with the professor, consult the Associate Dean of Undergraduate Programs, Dr. Virginia Tumas (tumas@ucalgary.ca).

### Course Technology

A D2L portal has been set up for this course which 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.

### Texts and readings:

Margaret Hobbs and Carla Rice, eds. *Gender and Women's Studies in Canada: Critical Terrain*. Toronto: The Women's Press, 2013.

In-class screening are considered as a required part of the lectures and part of any examination or assignment parameters.

Additional recommended readings may be included in D2L.

### Assignments and Evaluation:

**\* percentages with ( ) indicate that this assignment must be completed in order to have a grade assigned in another area**

Active Bystander #1	10%	Thursday, February 12 <sup>th</sup> @ 5PM
Active Bystander #2	10%	Thursday, March 5 <sup>th</sup> @ 5PM
Active Bystander #3		Tuesday, March 12 <sup>th</sup> @ 5PM (20%)
Online Quiz #1	20%	Thursday, February 12 <sup>th</sup>
Online Quiz #2	20%	Thursday, April 2 <sup>nd</sup>
Final Assignment	30%	Thursday, April 16 <sup>th</sup> @ 5PM
Participation	10%	
Participation Survey #1		Friday, January 30 <sup>th</sup> @ 5PM (10%)
Participation Survey #2		Friday, April 24 <sup>th</sup> @ 11PM (10%)

### Active Bystander

Key to contemporary gender and sexual politics is the ability to recognize injustice even when it isn't affecting you directly, and to direct any privilege you have toward others in less advantaged positions. Thus, we will be doing a multi-pronged assignment to assist you in sorting out your political practices and imagine more productive ways forward. Personal pronouns and first-person address is not only acceptable but encouraged in this assignment. Grades will be assessed on quality of self-reflection and self-critique, depth of awareness, and on writing skills.

#### Part I (10%)

You will submit a brief synopsis of an incident where you felt **another** person to be disadvantaged by someone else's (or, crucially, your own) treatment of their gender or sexuality. It could be that you recognized that they were feeling uncomfortable, or silenced, or angry, or hurt, or frightened. It could be that the individual appeared unperturbed but you, yourself, felt something wrong. Write down the incident as succinctly as possible (@ 200 words max). Next, write an equally succinct report of your immediate response to the situation. What did you do? Did you do / say anything? Why did you recognize that something was amiss? What were the signals? How did you feel afterward? Did you think you dealt with the

situation well? Were there ways you wanted to respond differently? **This work must be submitted through D2L by Thursday, February 12<sup>th</sup> at 5PM.**

### **Part II (10%)**

In class, on **Tuesday, February 24<sup>th</sup>** you will be put into groups of 3-4 and will share your experience. Thus, be sure that ***the experience you choose is one you are comfortable sharing and discussing.*** The professor will randomly arrange the groups, so do not expect to be with people you already know. If there are individuals in the classroom with whom you are not comfortable, please let the professor know as soon as possible. There are no promises that you will not be grouped with them, but it's important to disclose this information to ensure safety in the classroom.

Together, your group will discuss your response and consider alternatives that might have made the inequity and oppressions occurring more visible to the person perpetrating them, and been appreciated by the person being harmed. You need to listen attentively and decide from the group advice what you have learned and how you could have proceeded with a better (though, of course, not perfect) course of action. On the worksheet, write down that revised response and how it differs strategically from your original response, and **resubmit to D2L no later than Thursday, March 5<sup>th</sup> at 5PM.**

### **Part III (not graded but required to receive your grade for Parts I and II)**

The professor will then redistribute the Active Bystander Worksheets and a class member will recommend a grade for both the initial scenario / response, and the revised response. This class marker will provide a brief explanation of their grade, based on their assessment of how clearly the problem was recognized, how effective they think the responses would be, and how well the advantages and disadvantages of the response are laid out.

The class marker recommendation must be **submitted to D2L no later than Tuesday, March 12<sup>th</sup> at 5PM.** Please note that **successful, effective completion of Part III is a requirement to receive your grades on Part I and Part II.** In other words, while Part III itself is not graded, if you do not complete it, or if you do an unsatisfactory job, you will receive a grade of 0 for Part I and Part II (20% of your total grade). Please further note that your grade is only a recommendation, and the professor has final decision making authority.

A worksheet will be provided on D2L. You must do all the work directly on the worksheet provided. If it is not in proper format on the worksheet, with all the required information filled out, you will receive a grade of zero. Only one file in either PDF or Word format will be accepted.

### ***Online Quizzes***

Online quizzes will be made available through D2L on the assigned date, from 8AM until 12:00 PM. There will be no regular class on those days. Quizzes will be based on all material covered in the course since the last quiz. The quizzes will be timed so you will have no more than 75 minutes to complete, and the computer will shut the test down precisely at 12:00 PM, so it is strongly recommended that you begin no later than 9:30 AM. There is a timer at the top of the page for the quiz, but you should also have your own timers set. It is possible to go over time, but there will be a significant grade penalty.

To ensure no technological problems, students must turn off all pop-ups, and open any windows they might want to refer to prior to commencing the quiz. Students are also expected to use a reliable computer and Internet connection. If you're not 100% positive that what you have is up to the task, go to the TFDL or a computer lab on campus.

You may refer to your notes or any other resources at your disposal, but remember that nothing replaces good old-fashioned studying, and scrambling about for the answer increases your chance of making a technological error or just wasting precious time. Students are expected to work independently. Sharing of answers will be considered plagiarism and you will receive a grade of F (0) and risk disciplinary measures.

### ***Final Assignment***

Students have their choice of two projects, outlined below. The assignment is due on Thursday, April 15<sup>th</sup> at 5PM.

## ***1. Key Contemporary Issues and Debates***

Issues of gender and sexual equity and diversity persist in governmental, educational, news media, social media, and activist communities. Select an issue or event that has arisen any time between June 2014 to present day. It could be a piece of legislation, a political scandal, a major news event, a social media uproar, etc. Trace the issue/event's development, including a timeline, key eruptions, key players and stakeholders, major positions taken, and other important factors. Design a clear, concise, and cogent presentation that lays out all this pertinent information.

Include an analysis of the issue/event in scholarly essay format. The essay should be no more than 1500 words, and include at least six scholarly references clearly cited in the text (not just padding the bibliography). Scholarly means peer-refereed. No more than three of your references may be from assigned readings, and if those are excerpts, you are expected to read the full versions. I will accept both electronic and hard copies of the assignment. However, **I will only accept one thing**: one file, one booklet, one thing only. If you submit in multiple formats or files, you'll lose marks for incomplete work and take a gamble on what one thing I'll mark.

Examples of possible issue/events include: The Jian Ghomeshi scandal; The Protection of Communities and Exploited Persons Act; The Rateah Parsons child pornography trial; Avery Edison's arrest; #Gamergate; etc.

## ***2. Re-writing Gender and Sexuality Journal***

Throughout the term, you are tasked with recognizing gender and sexual inequity in publicly mediated space. It could be through advertising, news reporting, entertainment media, social media, government or public agency statements (including the university). Create a clippings journal that highlights the offending passage and, either on the same page or the facing page (size dependent), draft a pithy response to that passage. It could be the headline, it could be one sentence within the larger text, it could be a photo caption, the tagline, whatever you think succinctly highlights the problem. Keep the offending passage to no more than 100 words.

It could be the corresponding visual to the text that is offensive or just plain wrong. If that's the case, indicate so clearly and recommend (visually or through written description) what the visual presentation could have been instead. Also, keep this recommendation to no more than 100-150 words.

If the example is from a piece of static media ('print' as we used to say in the old days), then provide a complete copy with the offending passage clearly marked. If the example is from a moving image media, provide a screen grab, a description of the text as a whole, a link to the whole media text, and transcriptions of offending text (where relevant). In all cases, you must clearly cite where you found the media example on the page where it is presented in the journal, using whatever scholarly citation style you want.

Your Re-writing Gender and Sexuality Journal must have between 7-10 entries, and include a brief essay explaining your collecting practice and what you learned by being on the lookout for 'everyday sexism' (and heterosexism). The essay should be no more than 1500 words, and include at least six scholarly references clearly cited in the text (not just padding the bibliography). Scholarly means peer-refereed. No more than three of your references may be from assigned readings, and if those are excerpts, you are expected to read the full versions. I will accept both electronic and hard copy journals. However, **I will only accept one thing**: one file, one booklet, one thing only. If you submit in multiple formats or files, you'll lose marks for incomplete work and take a gamble on what one thing I'll mark.

Take a look at these links for some examples of the kind of work you are expected to do:

<http://www.deathandtaxesmag.com/220290/tabloid-headlines-without-the-sexism/>

<http://www.takepart.com/article/2014/08/22/what-they-should-ask-women-on-the-red-carpet>

## ***Participation***

There will be two quizzes provided through D2L that **must** be completed in order to receive any participation grade. They will not be graded themselves, but noted if they are submitted or not. The first is due by **Friday, January 30<sup>th</sup> at 5PM**. The second is due by **Friday, April 24<sup>th</sup> at 11PM**. You may submit only once, so make sure you take some time to carefully and

thoughtfully complete them. **Please be aware that that your responses are not anonymous, all your comments will be associated with your name.**

In the first survey, you will provide some information about how you would like to be addressed by others in the class, your goals and expectations for this class, and your thoughts on how you feel you can best meet them. In the second survey, you will assess the quality of your participation in the class throughout the term, and include a recommended grade, which the professor will take under advisement but the final decision rests with me. The second survey will ask questions about your attendance, class preparation, engagement with the material, support of your class colleagues, interactions with the professor and peer mentor, etc.

**Reminder: Failure to complete and submit both surveys by the assigned deadlines will result in a grade of 0 for participation.**

### **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.

**There will be no Registrar-scheduled final exam.**

### **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>. In most cases where the final letter grade for the course is less than 1% from the next higher grade, the professor will round-up.

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

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**Writing support:**

The Student Success Centre offers both online and workshop writing support for U of C students.

**<http://www.ucalgary.ca/ssc/writing-support>**

**Academic regulations and schedules:**

Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is

**<http://www.ucalgary.ca/pubs/calendar/current/index.htm>**

**Guidelines on e-mail Etiquette:** **<https://www.ucalgary.ca/it/help/articles/email/etiquette>**

**Academic Accommodation:**

It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at **[www.ucalgary.ca/access](http://www.ucalgary.ca/access)**.

**Emergency Evacuation/Assembly Points:** **<http://www.ucalgary.ca/emergencyplan/assemblypoints>**;

**Freedom of Information and Protection of Privacy Act:** **<http://www.ucalgary.ca/legalservices/foip/>**

**“Safewalk” Program:**

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

**<http://www.ucalgary.ca/security/safewalk/>**

**Faculty of Arts Program Advising and Student Information Resources:**

Have a question, but not sure where to start? The Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at **[picarts@ucalgary.ca](mailto:picarts@ucalgary.ca)**. You can also visit the Faculty of Arts website at **<http://arts.ucalgary.ca/undergraduate>** which has detailed information on common academic concerns.

For program planning and advice, contact the Program Information Centre at 403-220-3580 or **[artsads@ucalgary.ca](mailto:artsads@ucalgary.ca)**. For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

**Contact for Students Union Representatives for the Faculty of Arts:**

**[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)**

**Contact for Students Ombudsman's Office:** **<http://www.ucalgary.ca/provost/students/ombuds>**

**The University of Calgary has a number of student clubs and other resources dedicated to issues of gender and sexual equity. Here are links to their Facebook sites (please note that the professor is a member of all these 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**

## **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. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

**<http://www.dianahacker.com/resdoc/>**

**<http://owl.english.purdue.edu/owl/resource/747/01/>**

## **Safer Space Guidelines**

In the interest of making this a safer space for sharing ideas about gender and sexual diversity, please consider the following in your interactions with other participants:

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 safer space to talk about gender pronouns. Ways to talk about your pronouns include, but are not limited to:

- they/them/theirs
- she/her/hers
- ze/hir/hirs
- he/him/his

- ey/em/eirs

Don't assume that others have the same experiences, identities, or histories as you. Question your assumptions and be open to having others question them too. Practice respectful listening and respectful communication.

Some additional identities/assumptions to consider are racial identity, ethnic identity, immigrant status, citizenship status, sex assigned at birth, mental health situation, accessibility needs (or lack thereof), and formal education status. Not all such identity markers are visible or obvious, so try as best as you can to not assume.

Provide discrete and succinct content/trigger 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.