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

**WMST 301.03 L01
Social Issues in Gender
"Gender and Leadership"**

**WINTER 2016
Course Outline**

Instructor: Rebecca Sullivan
Office: SS1142
Phone: 403-220-3397
Email: rsulliva@ucalgary.ca (** preferred means of communication **)
Office hours: Tuesdays, 12:30 – 2:00 PM

Course Description:

This course explores the gender dimensions of leadership from an intersectional perspective. We examine business, political, and public service/activist leadership trends and perceptions of gender and sexual difference within these organizational cultures.

Learning Objectives:

- To understand key principles and practices behind feminist and queer leadership practices
- To understand the relationship between theory, method, and praxis in leadership studies
- To understand the research behind gender and sexual equity and diversity issues in leadership, from an evidence-based perspective
- To understand the ethical obligations required of leaders to dismantle structural barriers to leadership for gender and sexually marginalized subjects

Students are welcome to define their own learning objectives and to share them with the class.

Course Content:

Some of the materials and topics in this class may 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 instructor 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.

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.

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 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**)

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

A Student Code of Conduct Agreement is part of this course, available on D2L. It is a required component of the class.

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

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 that was provided during regular class meetings.

Students are welcome to bring portable word processing devices (tablets, laptops, airbooks, anything you got) to class as learning tools to improve your focus and engagement. Using your device to access personal or non-course related material is prohibited and may result in having your privileges to use your device in class revoked and/or you being removed from the class. See the Student Code of Conduct Agreement for more details.

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

Course Technology

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

Student-Instructor Communication

Appropriate communication procedures are described in detail in the Student Code of Conduct Agreement. The instructor's preferred means of communication is first by scheduled office hours, then by a pre-arranged meeting time (only if the instructor's office hours conflict with another course), and then by email. Please note, that only direct inquiries that require a brief response will be answered by email. If you want to discuss your progress in the course, or receive feedback on assignments, or have further questions relating to course materials, you must meet with the instructor in person during their office hours.

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, 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.

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 respectfully questioned about your choice of identification language (for yourself, or for a general social group), 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.

Required Texts:

Required readings are provided in D2L.

Course Requirements:

Course Assessment

Leadership Reflection	January 26th	10%
Online Test	March 15	25%
Group Projects / Assessments	February 11th, March 17th, April 14th	15% X 3 = 45%
Leadership Self-Analysis	April 18th	20%

Leadership Reflection

In D2L, under Quizzes, you will find a Student Leadership Reflection. It will ask a series of questions about why you have enrolled in this class, your learning objectives, an assessment of your strengths and weaknesses as student, and other factors. You will be graded on the depth and quality of your responses (including writing skills).

Also under Quizzes, you will find a Student Code of Conduct Agreement. You must fill out this agreement in order to have your Leadership Reflection graded. Failure to complete the Student Code of Conduct Agreement will result in a grade of zero for the Leadership Reflection.

Online Test

The online test will be made available through D2L on Tuesday, March 15th from 9:00 AM until 10:00 PM. There will be no regular class on that day. Questions will be based on all material covered in the course since the first day. The quiz is administered by D2L and graded automatically by the system. All questions will be worth 1 point, and must be answered precisely in order to receive your grade. Misspellings, abbreviations, additional/extraneous information, etc. will not be recognized by D2L and graded as 0.

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 an error or just wasting precious time. Students are expected to work independently. Sharing of answers will be considered plagiarism: you will receive a grade of F (0) and risk disciplinary measures.

The test is timed so that you will have no more than 75 minutes to complete, and the computer will shut down precisely at 10:00 PM, so it is strongly recommended that you begin no later than 8:30 PM. Because there is no regularly scheduled class, you have 75 minutes to write the test that day but you are given flexibility to select a better time for you. 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.

Group Projects

Part of leadership is working effectively in a group setting: time and project management, interpersonal relations, effective communication, and equitable delegation are all important skills for a good leader. Thus, a sizable component of this course includes group work. There are three group projects, each corresponding to the three modules in the course. In each case, the instructor will assign your group members – and they will be different each time. You may find your group members through D2L Groups. Group size will be 3-4 members.

Each group must prepare a well-researched, well-written and visually compelling profile of their selected topic (see below). Recommended formats include Prezi, PPT, Keynote, PDF. You may use a different format, but make sure that the instructor can view it. Your presentation will be assessed using the Research Presentation Grading Rubric, under the following categories: Research (quality of primary and secondary sources), Argument (quality of thesis / point-of-view), Analysis (quality of assessment and critique), Clarity (quality of writing and organization), Format (quality of technical features).

Your topic must be posted in the Group Project Topics Discussion Forum, providing the number of your group and the topic, no less than two weeks before the assignment is due. Failure to submit your topic on time will result in a deduction of one half letter grade for all group members. There can be no duplication of topics, and all topics must be approved by the instructor.

Submit your group project into the associated Dropbox folder in D2L. Assignments are due before midnight on the deadline date. The instructor will not accept any projects unless they appear in Dropbox, and your group will receive a grade of F (zero).

There is a mandatory second step to each group project. Failure to complete this second step will result in you personally receiving a grade of F (zero) on that project. Each member of the group will assess the other members, and provide a recommended distribution of the group grade. That distribution must add up to 100. It could be 25/25/25/25. It could be 60/20/10/10. It could be 50/25/25/0. This is your opportunity to reflect not only on your partners' contributions but also on your own. The instructor may adjust your personal grade (up or down) from the group grade based on this feedback. If the grade is to be adjusted down, the instructor will advise you and give you the opportunity to meet during office hours to discuss your performance and any mitigating circumstances. The group assessment sheet is provided in D2L under Contents. Submit your assessment sheet to the corresponding Dropbox Folder (e.g., Project 1 – Group 12; Project 3 – Group 7). The assessment is due at the same time as the project.

Project 1 – The Business of Gender
Select an individual business leader or leadership organization who has made a notable contribution to gender and sexual equity in business. Examples (which you may use): Catalyst; CCDI; Sheryl Sandberg; Kristine Stewart. Reminder: there can be no duplication so if a group has already picked a topic, you cannot do the same. All topics are subject to the approval of the instructor. If the instructor decides there is too much overlap between topics (e.g. one group doing Sandberg, another doing Facebook), your topic may be refused and your group will have to select a different one.

Project 2 – Public Service and Activism
Select an individual activist, community leader or a public service organization dedicated to gender and sexual equity and diversity in society and the culture at large. Examples (which you may use): Idle No More; TESA; Irshad Manji. Reminder: there can be no duplication so if a group has already picked a topic, you cannot do the same. All topics are subject to the approval of the instructor. If the instructor decides there is too much overlap between topics (e.g. one group doing Idle No More, another doing Pam Palmater), your topic may be refused and your group will have to select a different one.

Project 3 – Gender and Politics
Select an individual elected official, political appointee, or high ranking member of a government civil service, or member of the judiciary; or a government ministry, portfolio, agency, intergovernmental organization, or diplomatic mission dedicated to gender or sexual equity and diversity in the political, juridicial or legislative arenas. Examples (which you may use) include: Status of Women Canada, UN Women, Jody Wilson-Reybould. Reminder: there can be no duplication so if a group has already picked a topic, you cannot do the same. All topics are subject to the approval of the instructor. If the instructor decides there is too much overlap between topics (e.g. one group doing SWC, another doing Patty Hajdu), your topic may be refused and your group will have to select a different one.

Leadership Self-Analysis

Individually, you must prepare a brief (2000-3000 word) self-analysis of what you have learned in this class and how you will adapt that learning into personal leadership practices. This self-analysis must be theoretically informed, evidence-based, and effectively expressed. A self-analysis rubric is provided in Contents to help guide you through the process and you will be assessed according to the following criteria: Research (quality of primary and secondary sources), Argument (quality of thesis / point-of-view), Analysis (quality of assessment and critique), Clarity (quality of writing and organization), Format (quality of technical features).

You must submit your self-analysis before midnight on the due date to the appropriate D2L Dropbox folder. Only Word Document and PDF files will be accepted (to be clear: I do not accept Pages. I also don't accept Word template files, RTF files, TXT files or anything other than *.doc, *.docx, and *.pdf). If you submit in an incorrect format you may be penalized by one full letter grade. If you submit in an incorrect format that causes technical problems for the instructor, you may receive a grade of F (zero). Email or hard copy submissions are also not accepted. Only D2L Dropbox submissions will be graded.

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, the instructor 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 instructor will round-up. This course does not use a bell curve – whatever mark you get is it.

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

University 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** .

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 **artsads@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 Academic Advising at SS102 (http://arts.ucalgary.ca/advising). 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, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

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

About the Women's Studies Program

This course is part of the core requirements for 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**) 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 program instructors are often members of 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 Dr. Rebecca Sullivan (**rsulliva@ucalgary.ca / wmstprog@ucalgary.ca**). The Head of the Department of Philosophy is Dr. Nicole Wyatt (**nicole.wyatt@ucalgary.ca / phildept@ucalgary.ca**).

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.