



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

WMST 201 Lec 01
“Talking Gender and Sexuality”
Fall Term 2018

Course Outline

Lectures: MWF 2:00-2:50 PM, ST145

Instructor: Dr. Rebecca Sullivan
Office: SS1142
Office Phone: 403-220-3397 (I never answer it)
Email: rsulliva@ucalgary.ca (best chance of actually reaching me)
Office Hours: W 12:30-1:30; F 3:00-4:00

Teaching Assistant: Eric Bohner
Office: SS1239
Office Phone: 403-220-6465
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Office Hours: T/R 1:00-2:00

Course Peer Mentor: Queenie Li
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Office Hours: TBA

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, and that the traditional Blackfoot name of this place is “Moh’kins’tsis”, which we now call the City of Calgary.

ii’ taa’poh’to’p, the Blackfoot name of the University of Calgary’s Indigenous Strategy, was bestowed and transferred in ceremony by Kainai Elder, Andy Black Water on June 21, 2017. The name signifies a place to rejuvenate and re-energize while on a journey. Traditionally, these places are recognized as safe, caring, restful - and offer renewed energy for an impending journey. In a traditional naming ceremony, transitioning into the new name is a journey of transformation towards self-actualization.

Course Description

An interdisciplinary and intersectional examination of the social and cultural constructions of gender and sexuality. Uses a series of case studies involving historical events and current affairs to discuss how ideas about gender and sexual identity shape our social systems, cultural expression, and political values. The Canadian context is emphasized.

Prerequisites: none

Course Learning Outcomes

- To understand key issues in the lives of people marginalized due to their gender and/or sexuality
- To gain knowledge of important historical forces and events that shape our understanding of gender and sexuality
- To appreciate the practical implications of feminist analysis in everyday life
- To develop critical thinking skills grounded in principles of sexual and social justice
- To become a more conscious, self-reflective person
- To create a vibrant learning community based on participation, empathy, and respect
- To understand what it means to work for greater equity, diversity, and inclusion in the world

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 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.

Participatory Classroom Philosophy

In our participatory classroom, students will be invited to engage in a number of ways, from dyads to small groups to full class. No student will be placed in an inappropriate or risky situation, and all students are encouraged to bring their “braver space” intentions.

Required/Recommended Texts (including electronic resources):

All readings are available on D2L. Some may require additional searching either through Google or the university library catalogue. It is the responsibility of the student to secure permanent copies of the readings at the beginning of term.

Course Assessment

This course offers no re-takes or make-up assignments. You are encouraged to speak with the instructor about your assessment goals and ask for assistance prior to any due dates. If you wish to discuss a grade with the instructor, you must make an appointment during office hours. There will be the expectation that you can reflect upon your assigned grade in the context of the course guidelines and any rubrics.

Unless otherwise stated, assignments must be submitted by 11:59 PM on the due date.

Assignment	Due Date	Percentage of Grade
Student Engagement	Throughout	10%
Bystander Intervention	September 17-21 / October 31	10%
GBA+	November 9	10%
Online Quizzes	Oct. 5 / Nov. 9 / Dec. 7	10% / 10% / 10%
Social Media Activism	September 24 / November 23	20%
Reflection Essay	November 9 / December 12	20%

Student Engagement

Three separate online questionnaires must be completed in order to receive an engagement grade. The final grade for Engagement will be informed by all three questionnaires and your engagement in the class throughout the term. All three are available through Quizzes in D2L. (They won't be graded, per se, but Quizzes is a more versatile function than Survey in D2L so it gets used). *Failure to complete any of these three components by their deadlines will result in a grade of 0 for Engagement.*

The Student Code of Conduct Agreement must be completed by September 21, 2018. It is a series of Y/N questions. If you answer NO for any of them, you must provide an explanation in the final question.

The Participation Pact must be completed by September 21, 2018. It is a list of short questions through which the student can assess their commitment to the course, and what they can bring to a participatory classroom. It is an opportunity to reflect on your strengths, your developing skills, your unique learning strategies, and your responsibility to the rest of the class.

The Participation Self-Evaluation must be completed by December 10, 2018. It is an opportunity to assess how well you met your own commitments and learning goals in this class.

Both the Participation Pact and Participation Self-Evaluation will be assessed based on depth of analysis, attention to detail, and quality of thought and expression.

Bystander Intervention Training

UCalgary Strong (<http://www.ucalgary.ca/currentstudents/ucalgarystrong>) is committed to bringing cutting edge practices in health and wellness to campus. One exciting aspect of this initiative is that many of their strategies are built upon feminist social justice practices. Bystander Intervention Training is one such practice. This assignment utilizes the university's own training program with an added element of critical reflection and learning self-assessment.

Students must complete the Bystander Intervention Training program offered by the University of Calgary. The program will be offered in-class the week of September 17th. Attendance will be taken to ensure that you have taken the training. You must attend the training in full in order to be cleared to take the post-training test – arriving late may make you ineligible. You must bring your University of Calgary Student ID card, or another piece of photo ID of your choice so that your attendance can be verified. If you miss any portion of the training offered in class, you must make it up on your own. You can sign up for training here: <https://www.ucalgary.ca/currentstudents/ucalgarystrong/bystander>.

There will be a quiz available on our D2L site. You must receive a minimum grade of 85% and have proof that you completed the program to receive a grade. Your final grade will be what you earned on the quiz (if 85% or more), or an F (0) if you either do not complete the quiz or fail to earn at least 85%. You can take the quiz three times. If you fail to make 85% after three attempts, you must re-take the training before you can try again. If you fail to make 85% after five attempts, you will receive a grade of F. The deadline for completing Bystander Intervention training and the quiz is **October 31, 2018**.

GBA+

Status of Women Canada offers online certification in "Gender-Based Analysis Plus." The training program takes approximately 2 hours and there is a required quiz at the end for which you must receive a grade of at least 80% to receive your certification. Submit a copy of your certification in the D2L Dropbox labeled "GBA+" to receive your grade. <https://www.swc-cfc.gc.ca/gba-ac/cours-cours-en.html> The deadline for completing GBA+ is **November 9, 2018**.

Online Quizzes

Three online quizzes will be delivered through D2L. Each quiz will consist of approximately 40 one-point questions (of multiple variety) that will be graded automatically by the system. The quizzes will cover all material from the class (lectures, readings, etc.) from the date of the last quiz. In other words:

Quiz 1 (Oct. 5): material from September 7 – October 3, 2018

Quiz 2 (Nov. 9): material from October 10 – November 7, 2018

Quiz 3 (Dec. 7): material from November 19 – December 5, 2018

There will be no regular class on the days that the quizzes are scheduled. You have no more than 50 minutes to complete the test, and you are granted only one attempt. If you take longer, your test will be flagged as late and you will receive a high penalty (up to and including a 0) depending on how far over you go. The quizzes will be accessible for 24 hours, from midnight on the day of till midnight the next day. There is a timer at the top of the test page, but you should also have your own timers set.

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 library 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.

Social Media Activism and Awareness

Most of the readings and topics for this course come from debates that began circulating online and sparked in-depth discussion in social media networks. Understanding how to engage critically and ethically with other people on social media is urgently necessary in today's world. Thus, the goal of this assignment is to give students the opportunity to develop their social media and social justice communication skills. Incorporating the learning outcomes from both GBA+ and Bystander Intervention, as well as other related course material, is crucial to the success of this assignment.

Students will follow the social media activist work of at least two inter-related individuals or groups focussed on gender and sexual justice; meaning that the two focus predominantly on similar issues (e.g., Janet Mock and Marnie Parnas for trans rights; Pace Society and Maggie's for sex worker rights; NextGenMen and We Hunted the Mammoth for healthy masculinities; etc.). **You must submit your selection for approval by the instructor no later than September 24.** Submit the form provided on the D2L site to the Approved Activists folder in Dropbox. The instructor will provide approval by September 28.

Students must provide evidence that they have engaged in ethical social media activism for at least four weeks through commenting, linking different threads between and across platforms, sharing information, and other methods. They will catalogue what they have done, and create a digital scrapbook (PDF; PPT; or Prezi – any other format must be pre-approved by the instructor) that maps their engagement over time. Students are strongly advised to ensure that all materials have an access date and time clearly visible, to demonstrate their continued engagement.

The catalogue of engagement materials must be thoughtfully designed, easily readable, and clearly map your progressive learning about current issues and debates. Included with the catalogue must be a brief essay (@1,500 words) that responds to these key questions:

- What did you want to learn about and why?
- What was the rationale behind your choice of activists to follow?
- What was the most significant learning outcome you gained from engaging with their social media work? Be specific!
- How did the course material contribute to your ability to effectively engage?
- What are the best, most positive and ethical ways to engage with people online?
- What have you learned about yourself and your ethical engagement with social media from this assignment?

You are graded on providing proof of completing an appropriate amount of online engagement; curating and cataloguing your online engagement creatively and effectively; and writing a comprehensive, well-informed essay that conforms to the scholarly assignment rubric. The essay must cite at least three independently sourced peer-refereed scholarly sources, and at least three assigned course readings. The catalogue and essay are due **November 23, 2018**.

For the essay, if you cannot easily incorporate it into the catalogue, submit one MS Word file with a *.doc or *.docx file extension (e.g., Sullivan 19 Essay.docx). If you submit a different file type or embed a file formatting error, you will receive a grade penalty ranging from a ½ letter grade deduction to an F (failure). PROTIP: The most common formatting error is submitting a template (*.odt). Submit the catalogue and the essay AT THE SAME TIME so they are linked together in the instructor's Dropbox. Submit to the D2L Dropbox Folder Social Media Catalogue. For the catalogue, the onus is on the student to ensure that they provide either a working file or link. If there are any problems accessing the catalogue, you will receive a grade penalty ranging from a ½ letter grade deduction to an F (failure).

Reflection Essay

We cover a lot of material in this course, much of it deeply personal and affective. Some of the topics will resonate more than others. For your final assignment, you must select the two topics (based on the weekly schedule) that not only were of the most interest to you but also best interconnected and improved your understanding of each other. Students must incisively cite all the readings from the two selected weeks, as well as a minimum of three assigned readings from other topics. They must also incorporate research from a minimum of three scholarly, peer-refereed sources. The essay must conform to the scholarly assignment rubric.

The most basic goal of this assignment is to synthesize and thoughtfully apply what you have learned in the class to some real-world experience. This is your focal lens, and it could be in reference to your taste and style in entertainment; your attitudes and beliefs about gender and sexuality; your prior understanding of a political ideology or platform; or your awareness of global diversity in gender and sexual justice. You must demonstrate growth in your education either through a transformed perspective or a deeper, more profound understanding of your own values.

Crucial to the success of your essay is that you BE SPECIFIC with your selection of the focal lens. Don't do all films for all time. Don't even try to do the entire Avengers series. Maybe just do one film, or one character (Captain America is pretty interesting from a sexuality studies perspective ... jessayin). Don't do the entire political platform of the Federal NDP party. Do one piece of legislation or one relevant platform statement. Don't do "trans rights." Do gender markers on government ID, or trans participation in the military (choose one military – not all military services around the globe). Don't do Missing and Murdered Indigenous Women. Do the Angela Cardinal case, or a high profile resignation from the Inquiry.

To make sure you're on the right track, you must submit a brief (@ 250 word) proposal **no later than November 9**. It will state your focal lens, the two weeks you have selected, and outline a thesis that will guide your reflection. Failure to submit this proposal will result in a deduction of a full letter grade for your final reflection essay (e.g., if you receive a B+ on your essay, your final grade will be a C+). Submit the proposal in the D2L Dropbox folder "Reflection Proposal." You will receive some feedback in D2L by November 30. Submit your final essay in the D2L Dropbox folder "Final Reflection Essay."

For both the proposal and the essay, submit one MS Word file with a *.doc or *.docx file extension (e.g., Sullivan Reflection Essay.docx). Only MS Word documents will be accepted and if you submit a different file type or embed a file formatting error, you will receive a grade penalty ranging from a ½ letter grade deduction to an F (failure). PROTIP: The most common formatting error is submitting a template (*.odt).

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.

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 (including Engagement) may result in a grade of F (zero) in the course. If you complete all assignments but receive more than two Fs, 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.

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. This course does not use a bell curve – whatever mark you get is it.

Percentage	Letter	Usually Graded	Point	Description
90 + %	A+	95	4.0	Outstanding
85 – 89 %	A	87	4.0	Excellent
80 – 84 %	A–	82	3.7	Approaching Excellent
77 – 79 %	B+	78	3.3	Exceeding Good
74 – 76 %	B	75	3.0	Good
70 – 73 %	B–	72	2.7	Approaching Good
67 – 69 %	C+	68	2.3	Exceeding Satisfactory
64 – 66 %	C	65	2.0	Satisfactory
60 – 63 %	C–	62	1.7	Approaching Satisfactory

55 – 59 %	D+	57	1.3	Marginal Pass
50 – 54 %	D	52	1.0	Minimal Pass
0 – 49 %	F	0	0	Did Not Meet Requirements

Women’s Studies Program Course Policies

Course Content:

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

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

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

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

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

SU Wellness Centre

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

Alberta Mental Health Hotline

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

Calgary Communities Against Sexual Abuse Hotline

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

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

Women’s Resource Centre

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

Q Centre for Gender and Sexual Diversity

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

Faith and Spirituality Centre

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

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

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

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

Student Conduct

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

Students are expected to attend class regularly. They must come prepared and ready to work.

Responsibility for 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 meetings.

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

Students are welcome to bring portable word processing devices (tablets, laptops, airbooks, Acer, anything you got) to take notes in class. Using your device to go online for any reason – unless the instructor gives you direction to do so for class-related purposes – 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.

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 professor's office hours conflict with another course), and then by email.

The instructor will endeavor to respond to emails within three business days after 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. Therefore, if you don't receive a response within three 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. Please note, that the university's regular business hours are 8:30-4:30.

Braver Space Guidelines

“Braver Space” principles recognize that everyone brings different resiliencies and capacities to a group setting. We must all bring our personal bravery into the classroom space, and be mindful of what that means specifically to us. This does not mean sharing or participating in a way that violates personal boundaries (yours or another person’s), nor cajoling others into participating in ways that are not conducive to their personal bravery. It means ***being respectful, self-aware, and mindful of the classroom dynamic and your place in it.*** Some guidelines are provided below.

Do not make assumptions about other people’s identities and life experiences. That includes but is not limited to race, gender, sexuality, physical ability, mental and emotional well-being, spirituality or religiosity, age, citizenship status, and reproductive capabilities.

Recognize that language is a powerful tool in social justice education. It also changes as new issues and greater clarity develop. Therefore, if you need to correct language use, do so respectfully; and if you are corrected, accept that correction respectfully.

Becoming self-aware is a continual process, and everyone is at a different point on their personal journey. Individuals make mistakes. Our assumption in this classroom is that we are all moving forward with our best intentions. If someone says something that may be construed to be problematic, we will raise questions and/or concerns about the language, not about the person.

Make an effort to speak from the position of “I” (not the generalized “you” or “people”) and to clarify any statements you make, using verifiable evidence and experience. Making a sweeping judgment on a class or group of people is not acceptable.

Address people without assuming their gender. Some ways to do this:

- Don’t refer to groups as guys, ladies, women, men, etc. Instead use gender-neutral terms like “folks,” “all,” “everyone,” etc.
- Refer to individuals whose gender has not been disclosed to you in gender-neutral ways such as “the person who said...”

Address people using the gender pronouns they have indicated for themselves. Offer your gender pronouns to others to make it a braver space to talk about gender pronouns. Some gender pronouns include, but are not limited to:

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

Similarly, if you are unsure about any aspect of a person’s identity and how they would prefer to be addressed, ask respectfully. This can apply to Indigeneity, race or ethnicity, faith or spirituality, physical or mental ability, or other vectors of their identity. When speaking in more general terms, if you are corrected, accept the correction graciously. If you are questioned about your choice of general or self-identification, provide a succinct and respectful explanation.

Provide discrete and succinct content warnings if you will be talking about topics that may be traumatic for some and the content is not already apparent. Examples of such topics could include abuse, violence, addiction, suicide, mental health, transphobia/homophobia/other

forms of discriminatory behaviours. An example of wording could be, "Please note that there will be (x) content in my discussion."

Respect your own and others' physical, mental, and emotional boundaries. Please speak up in a respectful way if you are uncomfortable, seek support if you want/need it, and engage in self-care as required, while still maintaining your commitment and focus on the participatory classroom.

About the Women's Studies Program

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

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

[Consent Awareness and Sexual Education Club](#)

[Faith and Spirituality Centre](#)

[Native Centre](#)

[Queers on Campus](#)

[Q: The SU Centre for Gender and Sexual Diversity](#)

[Women in Leadership Club](#)

[Women's Resource Centre](#)

[Women's Studies and Feminism Club](#)

The Women's Studies program is administered by the Department of Philosophy. The Program Coordinator is Joe Kadi (jkadi@ucalgary.ca / wmstprog@ucalgary.ca). The Head of the Department of Philosophy is Nicole Wyatt (nicole.wyatt@ucalgary.ca / phildept@ucalgary.ca).

IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION

Academic Honesty

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

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

Academic Accommodation

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

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

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

D2L Help

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

General Academic Concerns and Program Planning

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

Advice on Women's Studies Courses

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

Registration Overload/Prerequisite Waivers

If you are seeking to register in a Philosophy course that is full or to get permission to waive the prerequisites for a course, email the Philosophy Department Undergraduate Program Administrator (UPA). Include the specific course information and your UCID number in your request.

Writing

This course will include written assignments. All written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented. Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Protection of Privacy

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

Internet and Electronic Communication Devices

The instructor reserves the right to establish course policies regarding the use of devices such as laptops, tablets, and smartbooks. If allowed, these devices must be used exclusively for instructional

purposes and must not cause disruption to the instructor or to fellow students. Cell phones and paging devices should be set to silent mode during lectures. Audio or video recording of lectures is not permitted without the written permission of the instructor. Students violating this policy are subject to discipline under the University of Calgary's Non-Academic Misconduct policy

Emergency Evacuation:

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

Other Helpful Contacts

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