



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

WMST 201 Lec 01
Course Title (Talking Gender and Sexuality)
Fall 2020

COURSE OUTLINE

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COURSE DELIVERY INFORMATION

This course is delivered hybrid. The synchronous meeting times are Tuesdays from 11:00 to 12:15.

LAND ACKNOWLEDGEMENT

The University of Calgary resides upon the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III. The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River; the traditional Blackfoot name of this place is "Moh'kins'tsis", which we now call the City of Calgary.

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

COURSE INFORMATION

USE the official course description provided here:
<https://www.ucalgary.ca/pubs/calendar/current/womens-studies.html>

PREREQUISITE(S)

It is the student's obligation to ensure all pre-requisites are met or waived. Pre-requisites are provided in the calendar's course descriptions:
<https://www.ucalgary.ca/pubs/calendar/current/womens-studies.html>

COURSE OBJECTIVES/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.
- To appreciate the practical implications of feminist analysis in everyday life.
- To consider gender, race, and sexuality, in both social terms and personal terms.
- To develop critical thinking skills, grounded in principles of 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 social change is, and how it has impacted, and continues to impact, our world and our lives.

PARTICIPATORY CLASSROOM PHILOSOPHY

Women's Studies courses (WMST) operate according to a participatory classroom philosophy. Students will be expected to engage with each other and the instructor in a number of ways, both synchronous and asynchronous. No student will be placed in an inappropriate or risky situation, and all students are encouraged to bring their "braver space" intentions.

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

CONTENT WARNING

Some of the materials and topics in this class may include explicit written or audio-visual content (violence, sexuality, objectionable or illegal conduct). If these materials make you uncomfortable, you are encouraged to speak with the instructor. You will not be exempt from any assigned work but we will work together to accommodate your concerns. This class respects difference and diversity while welcoming thoughtful, critical debate and discussion.

REQUIRED/RECOMMENDED TEXTBOOKS, READINGS AND MATERIALS

All readings are available on D2L. It is the responsibility of the student to secure permanent copies of the readings at the beginning of term, and deal with any technological malfunctions; the instructor cannot help with this.

COURSE ASSESSMENT AND EVALUATION

Assignment overview:

Participatory classroom assignment, 20 % of final grade, 2 parts, due Sep 17 and Nov 26, D2L drop-box, 11:59 p.m.

Individual quiz, 25 percent of final grade, online on D2L on dates mentioned in the final chart.

GBA+, 5 percent of final grade, online course completed and certificated uploaded by October 22 at 11:59 p.m.

Class Discussions: 30% of final grade. 12 discussions each 2% of the final mark + 6% peer evaluation.

Final take-home exam, 20% of final grade, uploaded on the last day of class, due December 14, D2L drop-box, 11:59 p.m.

BONUS: Complete Bystander Intervention Modules + Attend the synchronous session on November 19. Extra 5%

Participatory classroom assignment: 20 % of final grade, 2 parts, due Sep 17 and Nov 26, D2L drop-box, 11:59 p.m. 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 terms of participation, engagement, and adherence to the student guidelines/braver space guidelines, and then assess whether they met those expectations. The first part of the assignment is due Sep 17, D2L, 11:59 p.m., and will consist of roughly one double-spaced page, where students give short answers to a few questions (the question page is uploaded to D2L). In it, the student will set out their plan for their level of participation, engagement, and adherence. In the second part of the assignment, which is due Nov 26, D2L, 11:59 p.m., students will begin by assigning themselves a letter grade that they believe accurately reflects their attendance, participation, adherence to student guidelines/braver space guidelines, and depth of learning. *Remember: students are giving themselves a grade for the 10 percent of their mark that pertains to issues of participation and engagement, as opposed to the grade they believe they deserve for the entire course.* Students will assess how well they met the expectations they set out in the first part of the assignment, and explain their rationale for the grade. The student's assessment will be considered in light of the instructor's observations, and the instructor will have final say concerning the grade.

4 Quizzes: 25% of final mark. Available on the dates mentioned in the final chart. The quizzes are timed, but you can take them at anytime on the date mentioned. Question and their orders may differ for each student.

Quiz 1(on History and Foundational issues) : 8 questions (8% of final mark)

Quiz 2 (Race): 10 questions (10% of final mark)

Quiz3 (Sexual Health): 5 questions (5% of final mark)

Quiz 4 (Environmental Issues): 2 questions (2% of final mark)

GBA +: 5% of final mark. 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-acsc/course-cours-en.html>

The deadline for completing GBA+ and uploading the relevant documents is: October 22, 11:59 p.m.

Class Online Discussions: 30% of total mark. There are 12 discussions sessions, each is worth 2% of the final mark (24% of the discussion mark). You will be part of a group of 5 students randomly selected by the computer. For each discussion session, there is a folder on dropbox with questions and instructions. You can email your group members and/or share a google doc with them to address those questions. Each group member can contribute to the discussion at any time, but each group must choose one person to upload the final version of their discussion to drop box 4 hours before the beginning of the upcoming synchronous class. The discussion document must have the names of all the group members + the title of the discussion session. Example:

Discussion on White Fragility

Names:

Student A (first name+last name)

Student B (first name +last name)

Student C ...

Each group is encouraged to discuss those questions on a Google doc, and upload their final answers to D2L.

6% of the discussion mark is based on how your peers mark your contribution and participation in the group discussions. The rubric for marking your peers, is available on D2L. You should upload your **peer evaluation** to D2L no later than **December 6**.

Final Take home exam: 20% the final take home exam will be uploaded at the end of the day. The exam will be set up in such a way that students are able to provide the instructor with evidence of their ability to explain course material in their own words, illustrate the depths of their critical/holistic thinking skills, and show that they are able to make connections between our course readings, discussions, and important social issues of our day. The exam will be due at 11:59 p.m., on Dec 14, and must be submitted through the Dropbox of our D2L site.

Policy for Late Assignments

Unless otherwise stated, no extensions will be granted on assignments except in cases of 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 result in a grade of F (zero) in the course. If you complete all assignments but receive two or more Fs, the professor reserves the right to give you a final grade of F.

It is the student's responsibility to solve any technology issues they may have and submit their assignments in **word or pdf format** (I cannot open pages files).

GRADING SYSTEM:

This course uses a combination of letter and number grades, according to the chart below. The university's Undergraduate Grading System is available here:

<https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

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

Percentage	Letter	Usually Graded	Point	Description
96 + %	A+	97	4.0	Outstanding
90 – 95.9 %	A	92	4.0	Excellent
85 – 89.9 %	A-	87	3.7	Approaching Excellent
80 – 84.9 %	B+	82	3.3	Exceeding Good
75 – 79.9 %	B	77	3.0	Good
70 – 74.9 %	B-	72	2.7	Approaching Good
65 – 69.9 %	C+	67	2.3	Exceeding Satisfactory
60 – 64.9 %	C	62	2.0	Satisfactory
55 – 59.9 %	C-	57	1.7	Approaching Satisfactory
53 – 54.9 %	D+	54	1.3	Marginal Pass
50 – 52.9 %	D	52	1.0	Minimal Pass
0 – 49.9 %	F	0	0	Did Not Meet Requirements

WOMEN'S STUDIES PROGRAM COURSE POLICIES

Student Conduct

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

Responsibility for fulfilling the requirements for all aspects of the course resides with the student. The instructor will not give out lecture notes, repeat information, nor provide replacement copies of material provided during regular class meetings.

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

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

Course Technology

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

Students are eligible for an Office 365 subscription with their U of C IT account/email with which they may install and activate the Microsoft Office program suite on up to 5 devices. They may download the Microsoft Office installation file by signing into their email online at <https://office365.ucalgary.ca> and selecting "Install Office Apps" from their main Office 365 portal page. Once the Microsoft Office suite is installed, they may activate the license by signing in with their @ucalgary.ca email.

A D2L portal has been set up for this course that allows for group correspondence, course announcements, class materials, assignment submissions and grading, and other forms of communication. Students are expected to check D2L a least once a week for any updates. D2L only uses @ucalgary email addresses.

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

Students must be able to edit files in Google Docs and Google Slides.

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

Student-Instructor Communication

Appropriate communication procedures are described in detail in the Student Code of Conduct Agreement. If you have questions that you can find the answers to in the syllabus, or on the first session's recorded class, or if it is a question about any of the readings please ask in the assigned discussions section on D2L. If what you want to ask has a private nature such as issues related personal and health issues then email the professor. If you feel like must talk to the instructor in person then email to schedule a zoom meeting.

The instructor will endeavor to respond to emails within five business days of receiving the message. *If the student emails a question that is fully addressed by the syllabus, Student Code of Conduct, or posted on D2L, the instructor will not reply.* If you don't receive a response

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

The instructor may respond to your email query with the request that you meet online synchronously to discuss.

Please note, that the university's regular business hours are 8:30-4:30, Monday through Friday and excludes recognized holidays. See the Academic Schedule for more details: ucalgary.ca/pubs/calendar/current/academic-schedule.html

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

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

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

Braver Space Guidelines

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

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

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

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

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

Do not make assumptions about other people's identities and life experiences. That includes (but is not limited to) race, gender, sexuality, physical ability, mental and

emotional well-being, spirituality or religiosity, age, citizenship status, and reproductive capabilities.

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

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

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

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

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

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

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

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

Provide discrete and succinct content warnings if you will be talking about topics that may be traumatic for some and the content is not already apparent. Examples of such topics include abuse, violence, addiction, suicide, mental health, transphobia/homophobia/other forms of discriminatory behaviours. An example of wording could be, “Please note that there will be (x) content in my discussion.”

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

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

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

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

Trained peer supporters are also available on campus

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

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

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

About the Women's Studies Program

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

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

Consent Awareness and Sexual Education Club

Faith and Spirituality Centre
Writing Symbols Lodge
Queers on Campus
Q: The SU Centre for Gender and Sexual Diversity
Women in Leadership Club
Women's Resource Centre
Women's Studies and Feminism Club

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

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

DEPARTMENTAL, FACULTY, AND UNIVERSITY INFORMATION

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies and procedures. The student accommodation policy can be found at ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their instructor.

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

Absence or Missed Course Assessments

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

Student Support and Resources

Full details and information about the following resources can be found at ucalgary.ca/Registrar/registration/course-outlines

- Wellness and Mental Health Resources

- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Academic Advising

If you are a student in the Faculty of Arts, you can speak to an academic advisor in the Arts Students' Centre about course planning, course selection, registration, program progression and more. Visit the Faculty of Arts website at arts.ucalgary.ca/advising for contact details and information regarding common academic concerns.

If you have questions regarding registration, please email Rebecca Lesser (Undergraduate Program Administrator phildept@ucalgary.ca).

Writing Assessment and Support

The assessment of all written assignments—and, to a lesser extent, written exam responses—is based in part on writing skills. This includes correctness (grammar, punctuation, sentence structure, etc.), as well as general clarity and organization. Research papers must include a thorough and accurate citation of sources. Students are also encouraged to use Writing Support Services for assistance. For more information, and other services offered by the Student Success Centre, please visit ucalgary.ca/ssc.

Required Technology

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

Responsible Use of D2L

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

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

The instructor may establish additional specific course policies for D2L, Zoom, and any other technologies used to support remote learning. Instructional materials, including audio or video recordings of lectures, may not be posted outside of the course D2L site. Students violating this policy are subject to discipline under the [University of Calgary's Non-Academic Misconduct policy](#).

Media Recording

Please refer to the following statement on media recording of students:

https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

Academic Misconduct/Honesty

Cheating or plagiarism on any assignment or examination is as an extremely serious academic offense, the penalty for which will be an F on the assignment or an F in the course, and possibly a disciplinary sanction such as probation, suspension, or expulsion. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at ucalgary.ca/pubs/calendar/current/k.html.

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

University Policies

The Instructor Intellectual Property Policy is available at ucalgary.ca/policies/files/policies/Intellectual%20Property%20Policy.pdf

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act, as outlined at ucalgary.ca/legalservices/foip. The instructor (or TA) must return graded assignments *directly* to the student UNLESS written permission to do otherwise has been provided.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf) and requirements of the copyright act (laws-lois.justice.gc.ca/eng/acts/C-42/index.html).

Month	Date	Format	Topic	Reading/Assignment
September	8	Synchronous	Introduction	Going through the syllabus Answering questions about the course and assignments
	10	Asynchronous	History	Discussion on Zin and King
	15	Synchronous	History	Lecture Zin and King
	17	Asynchronous	Foundational Issues	Discussion on Green, Chess et al, Bowen *Part one of Participatory classroom assignment due
	22	Synchronous	Foundational Issues	Lecture on Green, Chess et al, Bowen
	24	Asynchronous	Foundational Issues	Discussion on Fry and Chernik
	29	Synchronous	Foundational Issues	Lecture on Fry and Chernik
October	1	Asynchronous	Foundational Issues	Discussion on Kilbourne/Podcast: Tell Me I Am Fat
	6	Synchronous	Foundational Issues	Lecture on Kilbourne/Podcast
	8	Asynchronous	Race	Discussion on Tatum/Defining Racism *Quiz 1 (on History and Foundational issues)
	13	Synchronous	Race	Lecture on Tatum/Defining Racism
	15	Asynchronous	Race	Discussion on El-Ghobashy, Al- Solaylee
	20	Synchronous	Race	Lecture on El-Ghobashy, Al-Solaylee
	22	Asynchronous	Race	Discussion on Maghbouleh *GBA+ due
	27	Synchronous	Race	Lecture on Maghbouleh
	29	Asynchronous	Race	Discussion on The Skin We're In
November	3	Synchronous	Race	Lecture on The Skin We're In
	5	Asynchronous	Race	Discussion on White Fragility
	10	-	-	Reading week
	12	-	-	Reading week

	17	Synchronous	Race	Lecture on White Fragility
	19	Synchronous	Case study: Sexual Health and Sexual Violence Prevention	Bystander Intervention Training (asynchronous) Discussion Friedman, Valenti, Filipovic * Quiz 2 (on Race)
	24	Synchronous	Case study: Sexual Health and Sexual Violence Prevention	Lecture on Friedman, Valenti, Filipovic
	26	Asynchronous	Case study: Sexual Health and Sexual Violence Prevention	Discussion Kulwicki, Corinna *Part 2 of Participatory Classroom assignment due
December	1	Synchronous	Case study: Sexual Health and Sexual Violence Prevention	Lecture on Kulwicki and Corrina
	3	Asynchronous	Environmental Issues	Discussion: Climate Science Basics (see link) and Excerpt from The Right to Be Cold (Watt-Cloutier) *Quiz 3 (on Sexual Health)
	8	Synchronous	Environmental Issues	Lecture Climate Science Basics (see link) and Excerpt from The Right to Be Cold (Watt-Cloutier) *Quiz 4 (Due end of day, Climate Change) Final take home exam will be uploaded at the end of the day. Students have until December 14 (11:59 pm) to upload their answers on D2L.