



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

WMST201 Lec 01
“Talking Gender and Sexuality”
Spring Term 2018
Course Outline

Lectures: Tues and Thurs 12:00 to 2:45 p.m., EDC 280

Instructor: Victoria Bailey
Office: Social Science 1205
Office Phone: Please email
Email: victoria.bailey@ucalgary.ca
Office Hours: Tuesdays and Thursdays 3:30 to 4:30 p.m.

Course Description

This course provides students with an understanding of the historical, social, and political origins of feminism, and an introduction to key issues and themes within women’s and gender studies.

Prerequisites: There are no pre-requisites for this course.

Course Learning Outcomes:

- To understand the key principles and practices of women’s and gender studies theory and activism.
- To understand major paradigms in women’s, gender and sexuality studies, and their political praxis.
- To understand intersectional realizations of oppression, and linked activism and social change, in both social and personal terms.
- To become a more critical, self-reflective, and conscious learner.
- To appreciate the valuable insights that applying an intersectional gender lens brings to everyday issues.
- To actively develop a vibrant learning community based on participation and rooted in respect for diversity and social justice.

Required/Recommended Texts (including electronic resources):

Course materials and designated texts will be posted on the course D2L site.

Course Assessment/s

- Active, respectful, well prepared (pre-class reading completed) in class participation: 10 percent.
- Active Bystander Training with two quizzes: first quiz worth 5 percent, second quiz worth 10 percent.
- Assignment 1 ‘Gender Journal’: 20 percent.
- Assignment 2 In-class Quiz – ‘Waves of Feminism’ Quiz: 20 percent.
- Assignment 3 Activism Group Presentation: 15 percent.
- Assignment 4 Reflective Essay: 20 percent.

Active Bystander 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. Active Bystander 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 will complete a pre-training and post-training online quiz. Both are available online through D2L and will be automatically graded by the system. The pre-training quiz is a measurement of your awareness of the concepts and principles behind Active Bystander. Taking the quiz is worth 5 percent of the course mark. **Failure to take the quiz before the May 22nd deadline will result in a grade of 0 – no exceptions.** The post-training quiz is a graded list of questions to demonstrate your understanding of the concepts and principles of Active Bystander that you learned in training. It will be based on the training materials. It is due on or before May 29th. **Failure to take the quiz before the May 29th deadline will result in a grade of 0 – no exceptions.**

On May 24th, Bystander Intervention Training will be provided in class. Attendance will be taken and student must attend the training in full in order to be cleared to take the post-training test. 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 cannot attend the training provided in class, you must notify the instructor before May 22nd.

Assignment 1: Gender Journal

This assignment is due on May 24th 23:59 and is worth 20 percent of your complete grade. You will create one electronic document that includes a cover page, and a minimum of one daily entry from two points of view, subjective and observed (public media based), and a 1-2 page accompanying reflective report.

Save the electronic document as a word document ensuring the title of the document clearly indicates the title of the assignment and your full name e.g. Victoria Bailey WMST201 Spring 2018 Gender Journal Assignment. Submit the electronic file through the drop-box of our D2L site.

In order to achieve a passing grade, students must have completed a minimum of two entries each day for one week (that is fourteen entries) and a minimum one page reflective report, which will provide thoughtful, well-organized, clear answers to these questions:

- What did you learn about yourself from writing in this journal?
- What did you learn about others from writing in this journal?
- What have you learned about gender from writing in this journal?
- Has this assignment changed your perceptions of gender? How? Why?

The report is best written once you have completed your journal entries as you will be considering what you have learned from the week long exercise and your daily observations. It is not necessary to write an essay to explore the above questions. It is necessary to write a report, with thoughtful answers to each question.

Use MLA format for any citations. You are graded on: providing proof of, and completing, an appropriate amount of journal work, and answering each question listed above in your reflective report. The more detailed your answers are, and the connections you are able to make to our course work, the higher your grade will be.

Assignment 2: In-class 'Waves of Feminism' Quiz

This in-class assignment (closed book) will occur on June 7th and is worth 20 percent of your grade. Students will be asked to explain general concepts, ideas, and theories informed by the articles they have read, in-class presentations, individual research and group discussions linked to 'waves of feminism'. This will not involve memorizing word for word from texts. This assignment provides students with an opportunity to examine and explain key concepts and issues linked to 'waves of feminism' in their own words.

This assignment will occur at the beginning of class. Fifty minutes will be allotted for completion of the quiz. If a student notifies the instructor by June 6th that they will be missing class on the day of the quiz, that student will be able to make up the assignment, by coming to the instructor's next office-hour time. If a student does not notify the instructor ahead of time that they will be missing class on the day of the quiz, then that student will not be able to make up the assignment and they will receive a grade of 0 on the assignment. Notification from the student (regarding their absence on that day) should be given through email and the email must be in the instructor's inbox by 23:59 on June 6th.

Assignment 3: Activism Group Presentation

In-class group presentations will occur on June 19th and 21st. This assignment is worth 15 percent of your grade. Groups and presentation area of focus will be assigned on May 17th.

Grading will be based upon:

- Active participation of all group members.
- Displaying of thorough understanding of activism linked issue and the linked aims of selected advocacy/activist/activism group.
- Addressing of key questions:
 - What issue/s brought about a perceived need for action?
 - What is this particular advocacy/activist/activist group's mission?
 - Are there any other individuals/groups with a similar mission?
 - What strategies do they use to work toward their mission?
 - What successes and challenges have they experienced/have you observed?
 - If we wanted to support their mission, how could we do that?

Assignment 4: Reflective Essay

This assignment is due by Thurs June 21st 23:59 and is worth 20 percent of your grade. You will create one electronic document that includes a cover page and a 2-3 page reflective essay. Save the electronic document as a word document ensuring the title of the document clearly indicates the title of the assignment and your full name e.g. Victoria Bailey WMST201 Spring 2018 Assignment 4 Reflective Essay. Submit the electronic file through the drop-box of our D2L site.

In order to achieve a passing grade, students must have completed a 2-3 page reflective essay. This reflective essay assignment allows you to focus on your personal perspective/s and observations by 'reflecting on' this course's texts, in-class discussions, linked individual research, and your processing and understanding of this information and experience/s. The essay focuses on more than just simply listing what was covered in class, it will take into consideration what you have learned and experienced during the duration of this course and may be based around these example questions:

- How has this course influenced your behaviours and/or opinions of yourself and/or other people?
- Do you think you may become more involved in social activism? If so, how?
- Has your understanding of gender and sexuality changed? If so, how?
- Has your appreciation of the achievements of historical social activism change? If so, how?
- Has this course changed how you think you may react when you experience or witness acts linked to prejudice, oppression, social stereotype or stigma? If so, how?
- Do you think you are going to apply what you have learned during this course in your everyday life? If so, how?

Use MLA format for any citations.

Registrar-Scheduled Final Exam

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

Grading Scale

A+	96 – 100%	C+	65 – 69.99%
A	90 – 95.99%	C	60 – 64.99%
A -	85 – 89.99%	C -	54 – 59.99%
B+	80 – 84.99%	D+	53 – 54.99%
B	75 – 79.99%	D	50 – 52.99%
B -	70 – 74.99%	F	0 – 49.99%

Schedule of Lectures and Readings

This will be handed out the first day of the course.

Late Assignments

Assignments submitted after the deadline will be penalized with the loss of a letter grade (e.g.: A- to B+) for each day that they are late.

Content Warning:

Some of the materials and topics in this class will include explicit content (violence; sexuality; profanity; blasphemous, objectionable or illegal conduct). If you feel any materials may cause you distress or severe discomfort, you are encouraged to speak with the 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, and a university classroom holds high standards of research, evidence, and analytical proof.

Students need to listen attentively and critically to the evidence provided in class lectures, readings, discussions, and other materials.

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

SU Wellness Centre

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

Calgary Communities Against Sexual Abuse Hotline

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

Q: The SU Centre for Sexual and Gender Diversity

(<https://www.facebook.com/suqcentre/> (403) 220-4460)

Alberta Mental Health Hotline

(<https://www.albertahealthservices.ca/info/service.aspx?id=6810> 1-877-303-2642)

Trained peer supporters are also available on campus through:

Women's Resource Centre

(<https://www.ucalgary.ca/women/> 4th Floor, MacEwan 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).

If you have a serious concern about the instructor's conduct, you may speak in full confidence to either the Women's Studies Coordinator (wmstprog@ucalgary.ca) or 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.

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 wellbeing, age, citizenship status, and reproductivity.

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

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

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

- Don't refer to groups as guys, ladies, women, men, etc.
- Refer to individuals whose gender has not been disclosed to you in gender-neutral ways such as "the person who said..."

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

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

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

Respect your own and others' physical, mental, and emotional boundaries. Please speak up in a respectful way if you are uncomfortable, seek support if you want/need it, and engage in self-care as required and/or desired.

Student Agreement and Other Important Matters:

Students are expected to carefully read and sign the Student Agreement, and abide by it. The Student Agreement explains important issues having to do with creating a respectful environment, ensuring confidentiality, setting up a distraction-free classroom, and so forth. If a student has concerns about the Student Agreement and needs to speak to the instructor in order to negotiate a modified agreement, this must be discussed in person. Otherwise, all students will be expected to follow the guidelines stated in the Agreement.

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

Use of recording technologies in class is strictly prohibited.

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

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

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

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

About the Women's Studies Program

This course may be counted toward a Women's Studies degree. The Women's Studies Program offers Major, Minor, and Honours undergraduate degrees. Housed in the Department of Philosophy, the Women's Studies 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 social media sites):

[Consent Awareness and Sexual Education Club](#)
[Q: The SU Centre for Gender and Sexual Diversity](#)

[Women in Leadership Club](#)

[Women's Resource Centre](#)

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

Treaty Acknowledgement:

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which includes the Blackfoot Confederacy (comprised of the Siksika, the Piikuni, and the Kainai) as well as the Tsuut'ina and the Stoney Nakoda (including Chiniki, Bearspaw, and Wesley First Nations). The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River. The University recognizes the traditional Blackfoot name of this place, Moh'kíns'tsis, now known as the City of Calgary. The University recognizes that the City of Calgary is also home to Region III of the Métis Nation of Alberta. By virtue of the signing of Treaty 7, in 1877, the University recognizes that we are all treaty people. The City of Calgary is home to a culturally diverse community. Together, we share this land, strive to live together, learn together, walk together, and grow together "in a good way." *ii' taa' poh' to' p*

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:

<http://www.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 2017-8 Coordinator of the WMST Program, Joe Kadi at jkadi@ucalgary.ca.

Registration Overload/Prereq Waivers

If you are seeking to register in a Philosophy course that is full or to get permission to waive the prereqs for a course, email the Department Manager, Tram Nguyen (tram.nguyen1@ucalgary.ca). 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/>.