

WMST 201 Lec 01
Talking Gender and Sexuality
Summer 2021

COURSE OUTLINE

Instructor Name: Dr. Elahe Nezhadhossein
Email: elahe.nezhadhossein@ucalgary.ca
Other contact information as needed
D2L mailing system

COURSE DELIVERY INFORMATION

Asynchronous

Asynchronous lectures will be short lectures that I will post at the beginning of the week to the D2L platform. These will be accessible to students any time.

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' ta'a'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

This course introduces students to the field of women's studies, and provides a helpful overview of relevant issues and concerns. The creation of women's studies is one of the significant achievements of the second-wave feminist movement. Feminists worked for many years to create a place in the academy to study and reflect on issues of gender, race, sexuality, and class, both globally and locally. While there will be a strong emphasis on issues of gender and sexuality in this class, we will also be exploring other issues such as race. And because the

discipline of women's studies has been connected with feminist community organizing and social change work, we will examine how the field of women's studies connects academic and activist work.

PREREQUISITE(S)

none

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

Gender and Sexuality Studies courses (GSXS) 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. GSXS 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. The links for the readings (and for a few numbers of reading: the information needed to looking up the material on the library) are provided. If you have any problem finding the material you can also email me to email them to you.

COURSE ASSESSMENT AND EVALUATION

Assessment Components and Grading Schemes

This course offers no re-takes or make-up assignments. Requesting extensions on assignments should be done well ahead of the due date.

If unforeseeable circumstances prevent you from handing in an assignment on time, please contact the instructor as soon as possible.

If you wish to discuss a grade with the TA or the instructor (depending on which person graded that particular assignment), you must do so during office hours.

Unless otherwise stated, assignments for the D2L drop-box must be submitted by 11:59PM on the due date.

Assignment Overview:

Participation – (Discussion Posts 12% + Bystander Intervention Training %3) = %15

Critical Reflection Papers – 3 x 20% = 60%

Final Presentation— 25%

Participation:

Participation will be evaluated at the end term, and is based on the student's engagement in class discussions on the D2L site (Brightspace). Students must respond briefly (in 25-50 words) to questions posed in sessions 1, 3, and 7 in the discussion board of D2L.

To access the discussion board, click on the **Communication** tab on the main page. In the drop down menu click on **Discussions**. Then choose the discussion Forum for the appropriate week and create your own thread with your name as the subject heading and write your response in the dialogue box. Don't forget to hit **Post** to put it up on the board!

Participation is worth **15%** of the final grade.

***Participation Assignment week1: Introduce yourself in the Discussion Board! What are your expectations? - 25 – 50 words**

***Participation Assignment week 3: What stands out to you most from this week's readings and why? - 25 – 50 words.**

***Participation Assignment week 7: What's your take on the "Hoe Archetype"? Is it still a thing? Is there a new archetype to which women are compared? Give an example from pop culture. Is it problematic or empowering for women, or a complex mix? - 25 – 50 words.**

Bystander Intervention Training: Thursday July 15th (9:15 – 11:45 am)

Critical Reflection Papers:

Students will write a total of **3** CRPs during the term. These will be short (750-1000 words) papers that discuss the assigned texts/films for one week. The papers will put the texts in conversation with each other, and with the larger themes of the course by answering the assigned questions. They are each worth **20%** of the final grade.

What's a critical reflection paper? A reflection paper is an opportunity to practice your critical thinking and writing skills. It is also a chance to pause and reflect on an issue or idea that you might ordinarily think about only in passing. In your reflection papers, you will answer questions in writing using insights from the readings and films we have been discussing and from your own personal experience. You must properly cite any ideas you use from any source other than your own head.

The style guide you choose must be followed properly and consistently. MLA or APA style are both acceptable.

These papers provide you with an opportunity to show how you are engaging with the course's ideas and texts. Each paper will be 750-1000 words (approx. 3-4 pages, double spaced) in length, and should respond to the questions posed in the assignment.

I will assess your assignment based on your comprehension of the readings/films; the thoughtfulness of your evaluation; and your ability to demonstrate links between the readings/films you are writing on and your observations about the real world (which include any personal reflections you might have). You are also welcome to refer to relevant ideas in readings from other weeks. Although all papers are expected to demonstrate an engagement with and comprehension of assigned readings, outstanding response papers will include thoughtful observations and well formulated questions about readings and their relationships to the goals and foci of the course. Use the texts to support your arguments, but please maintain your own voice; clearly distinguish your views from those of the authors. Please be self-reflexive, think about your reactions to the readings/films and your experiences of the class.

The Critical Reflection Papers are worth 60% (3*20%) of the final grade.

Critical Response Paper #1

Please respond to the following questions. You may combine your answers into one long essay or answer them separately. The total word count should be 750-800 words. You must cite **2 course readings** in your response, and create a bibliography for these citations. These materials have to be primary sources, meaning texts we have read or films we have watched (not course notes, or lectures, or power point presentations). If you choose to use any non-primary sources, they must be in addition to the three primary sources, and must also be cited.

Please double-space, use 12-point font, and regular margins. Your paper must have a title page containing the name of the course, the date submitted, your name and student #, and the instructor's name.

Questions:

- 1) How would you define heteronormativity in your own words?
- 2) Where do you witness heteronormativity in our society? Give three examples from your everyday experience.
- 3) How might we challenge heteronormativity?

CRP1 – Due date July 4

Critical Response Paper #2

You must answer these questions in a type written format, using 12-point font. Please include a title page with your name, student number, the instructor's name, and the course name and number on it. The responses must utilize proper citation formatting (eg., APA), and you must submit a properly formatted bibliography with your response. You must properly cite the film *Take Me to Prom*, and any course material you use in your response. You must use at least **2 course materials** in your responses to the questions (the film counts as one). These materials have to be primary sources, meaning texts we have read or films we have watched (not course notes, or lectures, or power point presentations). If you

choose to use any non-primary sources, they must be in addition to the three primary sources, and must also be cited.

You may answer each question individually, or combine them into one longer essay. You must write 400-500 words for **each** question (for a total of 800-1000 words).

1) How is the high school prom a space of gender regulation as seen in the film?

2) How is gender constructed in conjunction with other axes of power at prom? Sexuality, socio-economic status, race, ability, age, (to name the most obvious)?

In order to answer these questions, think about the following:

How was your prom experience? Did you attend? Did you go with a date? Did you ask someone, or did someone ask you? What clothes were people expected to wear? How was the ceremony organized? Were parents/guardians involved? In what manner?

You are not expected to reveal personal details that you do not wish to, but thinking about your own experience critically will help you think about proms in general and in relation to the film.

CRP 2- Due date July 18

Critical Response Paper #3

You must answer these questions in a type written format, using 12-point font. Please include a title page with your name, student number, the instructor's name, and the course name and number on it. The responses must utilize proper citation formatting (MLA or APA), and you must submit a properly formatted bibliography with your response. You must properly cite the film *Buying Sex*, and any course material you use in your response. You must use at least **3 course materials** in your responses to the questions (the film counts as one). These materials have to be primary sources, meaning texts we have read or films we have watched (not course notes, or lectures, or power point presentations). If you choose to use any non-primary sources, they must be in addition to the three primary sources, and must also be cited.

Proper citation style guides are available at:

<https://www.library.mun.ca/researchtools/guides/citations/>

You may answer each question individually, or combine them into one longer essay.

You must write 400-500 words for **each** question (for a total of 800-1000 words).

1) Why is it important to use an intersectional analysis when discussing sex work, specifically? Give examples that support your answer.

2) What are your thoughts on the abolition versus decriminalization (of both sex workers and clients) positions presented in the film? How do heteronormative concepts of gender, sexuality and sex play a role in the debates?

CRP 3- Due date August 1

Final Presentation:

For this presentation you are required to create a 10-slide, **narrated** power point. The first slide will be a "cover page", and the final slide will be dedicated to your works-cited list. The other 8 slides will contain text and images explaining your take-aways from this course. They will highlight the things you have learned and/or unlearned through the readings/films/discussions featured in the course.

You should think about how you have connected the course material to your life and the things you experience around you every day. For example: Do you encounter these things in a different way?

Why or why not? Do you have new questions that you wish to investigate? How can you connect things you've read/seen in this course with other courses you've taken?

Be creative, and have fun with this!

Again, the assignment will be graded on content and style. Proper academic citation style must be used and the rules of academic integrity always apply.

The narrated PowerPoints should be uploaded on the discussion board (thread topic: Final Presentation- Narrated PowerPoints)

Final Presentation is worth 25% of the final grade.

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

GENDER AND SEXUALITY 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 at 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. The instructor's preferred means of communication is first by scheduled office

hours (Zoom), 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 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](https://www.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:

<https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

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 Gender and Sexuality Studies program is administered by the Department of Philosophy.

About the Gender and Sexuality Studies Program

The Gender and Sexuality 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 (gsxs@ucalgary.ca) and check out our listing on the Faculty of Arts website: arts.ucalgary.ca/gsxs.

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 Gender and Sexuality Studies program is administered by the Department of Philosophy. The Gender and Sexuality Studies Program Coordinator is Joe Kadi (jkadi@ucalgary.ca). The Head of the Department of Philosophy is Nicole Wyatt (nicole.wyatt@ucalgary.ca).

Effective July 1, 2021, the program's name was changed from Women's Studies (WMST) to Gender and Sexuality Studies (GSXS). This 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 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).

The lectures and displays (and all material) delivered or provided in this course by Elahe Nezhadhossein, including any visual or audio recording thereof, are subject to copyright owned by Elahe Nezhadhossein. It is prohibited to record or copy by any means, in any format, openly or surreptitiously,

in whole or in part, in the absence of express written permission from Elahe Nezhadhossein any of the lectures or materials provided or published in any form during or from the course.

Schedule and Readings:

<p>June 28 (June 29 – July 1)</p> <p>Intersectionality</p> <p>Sex/Gender/Sexuality</p>	<p>Max Gordon. "The Way Forward." <i>Medium</i>. May 8, 2018. https://medium.com/@maxgordon19/the-way-forward-race-gender-class-and-queer-intersectionality-as-survival-922c1fcbe873</p> <p>Kimberlé Crenshaw. "The Urgency of Intersectionality." <i>TedTalks</i>. October 2016. (video, 19 min) https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality</p> <p>*Participation Assignment week1: Introduce yourself in the Discussion Board! What are your expectations? - 25 – 50 words</p> <p>Peter Gajdics. "I Experienced Conversion Therapy – and it's time to ban it in Canada." <i>MacLeans Magazine</i>. June 6, 2018. https://www.macleans.ca/opinion/i-experienced-conversion-therapy-and-its-time-to-ban-it-across-canada/</p> <p>Sophie Searcy. "Why we don't need brain scans to prove that trans people are really trans." <i>them</i>. May 31, 2018. https://www.them.us/story/brain-scans-transgender-identity</p> <p>Gina Rippon. "The Female Brain: Why Damaging Myths About Women and Science Keep Coming Back in New Forms." <i>The Conversation</i>. August 3, 2020. https://theconversation.com/the-female-brain-why-damaging-myths-about-women-and-science-keep-coming-back-in-new-forms-129310</p> <p>CRP1 – Due date July 4</p>
<p>July 5 (July 6, 8)</p> <p>Decolonizing Gender and Sexuality</p>	<p>Billy-Ray Belcourt and Lindsay Nixon. "What Do We Mean by Queer Indigenous Ethics?" <i>Canadian Art</i>. May 23, 2018. https://canadianart.ca/features/what-do-we-mean-by-queerindigenousethics/</p> <p>Adrienne Huard and Jacqueline Pelland. "Sexual Sovereignty." <i>Briarpatch Magazine</i>. September 10, 2020. https://briarpatchmagazine.com/articles/view/sexual-sovereignty</p> <p>Kim TallBear. "Identity is a Poor Substitute for Relating." <i>The Critical Polyamorist</i>. April 13, 2020. http://www.criticalpolyamorist.com/homeblog/identity-is-a-poor-substitute-for-relating-genetic-ancestry-critical-polyamory-property-and-relations</p> <p>*Participation Assignment week 3: What stands out to you most from this week's readings and why? - 25 – 50 words.</p>

<p>Feminist Movements</p>	<p>Rebick, Judy. "Looking Forward, Looking Back." <i>Herizons</i> (Winnipeg) 34, no. 3 (2020): 13–13.</p> <p>Veronica Strong-Boag. "Women's Movements in Canada." <i>The Canadian Encyclopedia</i>. * read all three entries plus introduction. https://www.thecanadianencyclopedia.ca/en/article/womens-movement</p>
<p>July 12 (July 13 -15)</p> <p>Masculinities</p>	<p>Aja Romano. "What a woman-led incel support group can teach us about men and mental health." <i>Vox</i>. June 20, 2018. https://www.vox.com/2018/6/20/17314846/incel-support-group-therapy-black-pill-mental-health</p> <p>Richard Van Camp and Sam McKegney. "Into the Tribe of Man: A Conversation with Richard Van Camp." <i>Masculindians</i>. University of Manitoba Press, 2014. 184-193.</p> <p>"Digging in the Dirt." <i>CBC Absolutely Canadian</i>. (video, 43 min). Available through CBC Gem. September 2019. https://gem.cbc.ca/media/media/absolutely-canadian/episode-23/38e815a-011a7b71c5b</p> <p>Take Me to Prom. Produced and directed by Andrew Moir. CBC Television and Hands Up Films. 2019 https://gem.cbc.ca/media/media/short-docs/episode-91/38e815a-010e0936baa</p> <p>CRP 2- Due date July 18</p>
<p>Bystander Intervention Training</p>	<p>The University of Calgary offers Bystander Intervention training as part of its Upstanders program. There are no assigned readings for this module. Refer to D2L for more information on this required component of the course.</p> <p>Module 1-3 of University of Calgary Upstanders Certificate in Bystander Intervention are available through asynchronous delivery. Module 4 is offered as an online synchronous session.</p> <p>A special session of BIT Module 4 will be delivered to our class on Thursday, July 15th from 9:15 – 11:45. If you miss it, the onus is on you to register for another session through https://www.ucalgary.ca/student-services/student-conduct/training.</p> <p>Students attending the Module 4 live session must take the online asynchronous training modules (1-3) in advance.</p>
<p>July 19 (July 20-22)</p> <p>Media and Representation</p>	<p>Jill Golick and Amber-Sekowan Daniels. <i>Women in View: On Screen Report</i>. May 2019. http://womeninview.ca/wp-content/uploads/WIVOS19-Full-Report.pdf</p> <p>Stacy L. Smith et al. <i>Inequality in 1,300 Popular Films: Examining Portrayals of Gender, Race/Ethnicity, LGBTQ & Disability from 2007 to 2019</i>. September 2020. http://assets.uscannenber.org/docs/aia-inequality_1300_popular_films_09-08-2020.pdf</p>

<p>Gender and Sexual Violence</p>	<p>Little, Mahalia Ayana. "Why Don't We Love These Hoes? Black Women, Popular Culture and the Contemporary Hoe Archetype." <i>Black Female Sexualities</i>. Rutgers UP, 2015. 89-99.</p> <p>*Participation Assignment: What's your take on the "Hoe Archetype"? Is it still a thing? Is there a new archetype to which women are compared? Give an example from pop culture. Is it problematic or empowering for women, or a complex mix? - 25 – 50 words.</p> <hr/> <p>Francine Pelletier. "Gender Terror: Echoes of the Montreal massacre linger today." <i>Canada's History</i>. November 22, 2019. https://www.canadashistory.ca/explore/women/gender-terror</p> <p>Abigail Curlew. "Transgender hate crimes are on the rise in Canada." <i>The Conversation</i>. August 20, 2019. https://theconversation.com/transgender-hate-crimes-are-on-the-rise-even-in-canada-121541</p> <p>Consent: It's as Simple as Tea. 2015. (video, 3 min). http://www.consentiseverything.com/</p>
<p>July 26 (July 27 -29)</p> <p>Global Gender and Sexual Justice</p>	<p>Rose Minutaglio. "How a Chilean Chant Became the World's Most Powerful Feminist Anthem." <i>Elle Magazine</i>. February 2020. https://www.elle.com/culture/career-politics/a30858742/las-tesis-chilean-chant-feminist-anthem/</p> <p>Laila Malik. "We need an anti-colonial, intersectional feminist climate justice movement." <i>Association for Women's Rights in Development</i>. October 3, 2019 https://www.awid.org/news-and-analysis/we-need-anti-colonial-intersectional-feminist-climate-justice-movement</p> <p>"Advancing Canada's global leadership on sexual and reproductive health and rights." Future Planning Initiative. April 2019. https://www.actioncanadashr.org/sites/default/files/2019-06/advancing-canadas-global-leadership-on-SRHR.pdf</p> <p>Las Tesis. <i>Un violador en tu camino</i>. November 28, 2019. (video, 5 min). https://www.youtube.com/watch?v=VZWHua6PHa8&feature=youtu.be&ab_channel=IN_SIDECHILE</p>
<p>Sexual Rights</p>	<p>Lorelei Lee. "Cash/Consent: The war on sex work." <i>n+1</i>. Fall 2019. https://nplusonemag.com/issue-35/essays/cashconsent/</p> <p>Nandita Sharma. "Anti-trafficking is an inside job." <i>Open Democracy</i>. November 18, 2020. https://www.opendemocracy.net/en/beyond-trafficking-and-slavery/anti-trafficking-inside-job</p> <p>Cynthia Rothschild. "Denigration, Distraction, and Detractiono: Forging Ahead, Even in Crisis." in <i>State-Sponsored Homophobia</i>, 13th Edition. ILGA World. March 2019. pp. 23-33 https://ilga.org/downloads/ILGA_State_Sponsored_Homophobia_2019.pdf</p>

	<p><i>Buying Sex</i>. Dir. Theresa MacInnes, Kent Nason, Annette Clarke. National Film Board of Canada, 2013. https://www.nfb.ca/film/buying_sex/</p> <p>CRP 3- Due date August 1</p>
<p>August 2 (August 3 – 5)</p> <p>2LGBTQIA Activism</p> <p>Reproductive Rights</p>	<p>Tom Hooper and Gary Kinsman. “Homosexuality was not decriminalized in 1969.” <i>The Leveller</i>. March 21, 2019. https://leveller.ca/2019/03/homosexuality-was-not-decriminalized-in-1969-anti-69-forum-challenges-just-society-myth/</p> <p>Kevin Allen. “Why I’m Celebrating 1969 and Calgary’s Gay Rights Anti-Hero.” <i>The Sprawl</i>. August 26, 2019. https://www.sprawlcalgary.com/why-im-celebrating-calgary-gay-rights-anti-hero</p> <p>Rupert Raj. “Zening the Art of Trans Activism.” <i>Trans Activism in Canada : a Reader</i>, 2014. 85-92.</p> <p>Laura O’Grady. <i>Gross Indecency: The Everett Klippert Project</i>. (video, 17 min). https://www.youtube.com/watch?v=QABY0q7Jfc</p> <p>Anne Kingston. “How Canada’s growing anti-abortion movement plans to swing the next federal election.” <i>MacLean’s Magazine</i>. September 12, 2018. https://www.macleans.ca/politics/how-canadas-growing-anti-abortion-movement-plans-to-swing-the-next-federal-election/</p> <p>Sydney Loney. “why are so many GenZers joining Canada’s anti-abortion movement?” <i>Flare</i>. May 9, 2019. https://www.flare.com/news/march-for-life-2019-gen-z-pro-life-anti-abortion/</p> <p>Ankita Rao. “Indigenous women in Canada are still being sterilized without their consent.” <i>Vice</i>. September 9, 2019. https://www.vice.com/en_ca/article/9keaev/indigenous-women-in-canada-are-still-being-sterilized-without-their-consent</p> <p>Gail Singer. <i>A Mother and Daughter on Abortion</i>. NFB, 1987. (video, 12 min). https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/mother_and_daughter_on_abortion/</p>
<p>August 9 (August 10)</p>	<p>Catch Up!</p> <p>Final Presentation Due date: August 10</p>