



**WMST 315 Lec 01**  
**“Methods for Gender and Sexuality Research”**  
 Fall Term 2019  
 Lectures: MW 3:30 – 4:45, ST128

**Course Outline**

**Instructor:** Dr. Rebecca Sullivan  
**Office:** SS1142  
**Email:** [rsulliva@ucalgary.ca](mailto:rsulliva@ucalgary.ca) (best chance of actually reaching me)  
**Office Hours:** Wednesdays 10:00 – 1:00  
**Office Phone:** 403-220-3397 (I never answer it)

**Land Acknowledgement**

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

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

**Course Description**

This course explores the scholarly and political implications of engaging in research on gender and sexuality by examining key feminist, queer, trans, and intersectional methods. Students will have the opportunity to design their own research project.

**Prerequisites:** There are no prerequisites for this course

**Course Learning Outcomes**

	Engage	Pitch / Slide	Assess	Ethics / Close	Quizzes	Design
To understand key principles and practices of research methods, and their applicability to gender and sexuality studies		X	X	X	X	X
To understand the relationship between theory, method, and praxis in gender and sexuality studies		X	X	X	X	X
To effectively select and apply appropriate methods to independent research projects		X	X			X

To understand the ethical obligations required in the application of specific research methods		X	X	X		X
To improve comprehension of complex ideas and academic argumentation		X	X	X	X	X
To develop rigorous and self-reflective critical thinking and communication skills grounded in principles of gender and sexual justice	X	X	X	X		X
To refine personal learning outcomes and practical steps for their achievement	X					
To create a vibrant learning community based on participation, empathy, and respect	X	X	X			

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

### **Content Warning**

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

### **Participatory Classroom Philosophy**

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

### **Required/Recommended Texts (including electronic resources):**

All readings are available on D2L. Some may require additional searching either through Google or the university library catalogue. It is the responsibility of the student to secure permanent copies of the readings at the beginning of term. Due to licensing issues, a reading may not always be available to you when you want it.

### **Course Assessment**

A detailed grading rubric is provided in D2L. Students are expected to familiarize themselves with the rubric and work to its guidelines. If you have questions about your grades, you may meet with the instructor during office hours. Together, we will review your grade in the context of the rubric, analyzing your assessment and interrogating how you could have improved your work. Only under exceptionally rare circumstances (usually as the result of a factual error by the instructor) will a grade be changed. The instructor will not respond to email queries about grades. You must meet in person to discuss. You are encouraged to speak with the instructor about your assessment goals and ask for assistance prior to any due dates.

Unless otherwise stated, no “make-up” assignments nor bonus assignments are provided in this course.

Unless otherwise stated, assignments must be submitted by 11:59PM on the due date. According to university regulations, students must receive grades for a minimum 30% of the course grade OR (for non-graded courses) formal feedback based on their performance in the course prior to the withdrawal deadline (December 6, 2019).

On December 15<sup>th</sup>, D2L will be taken offline so the instructor can finalize grades. Queries about assignments or final grades will not receive a response. You will see your grades when they’re posted. D2L grades are neither final nor official, and always subject to change.

Assignment	Due Date	Percentage of Grade
Student Engagement	Throughout	5%
Research Pitch	Oct. 2, 7, 9	10%
Research Pitch Slide	Sept. 27 / Oct. 16	5%
Research Assessment	Oct. 11	5%
Ethics Application / Close Reading	Nov. 22	15%
Online Quizzes	Oct. 16 / Dec. 4	15% / 15%
Research Design	December 16	30%

### ***Student Engagement***

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

**The Student Code of Conduct Agreement must be completed by September 27, 2019.** It is a series of Y/N questions. If you answer NO for any of them, you must provide an explanation in the final question.

**The Participation Pact must be completed by September 27, 2019.** It is a list of short questions through which the student can assess their commitment to the course, and what they can bring to a participatory classroom. It is an opportunity to reflect on your strengths, your developing skills, your unique learning strategies, and your responsibility to the rest of the class.

**The Participation Self-Evaluation must be completed by December 4, 2019.** It is an opportunity to assess how well you met your own commitments and learning goals in this class.

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

The purpose of this assignment is to ensure that students hold themselves accountable to the requirements of the course and its participatory classroom principles. It is also an opportunity for students to establish personal learning objectives, self-assess their own learning strategies, and provide constructive feedback to the instructor in an accountable way.

### ***Online Quizzes***

Two online quizzes will be delivered through D2L. Each quiz will consist of approximately 40-50 one-point questions (of multiple variety), all based on the assigned readings, that will be graded automatically by the system. Each quiz is randomized with different questions, different ordering of questions, and different ordering within the questions. The quizzes cover the readings from the date of the last quiz. In other words:

Quiz 1 (Oct. 16<sup>th</sup>): readings from September 9 – October 2, 2019

Quiz 2 (Dec. 4<sup>th</sup>): readings from October 21 – November 27, 2019

There will be no regular class on October 16<sup>th</sup> or December 4<sup>th</sup> to ensure that you have scheduled time to complete the quiz at least once. You have no more than 75 minutes to complete the test, and you are granted two attempts. If you take longer, your test will be flagged as late and you will receive a high penalty (up to and including a 0) depending on how far over you go.

Quiz 1 will be accessible from Friday October 11<sup>th</sup> – Friday November 29<sup>th</sup> (midnight to midnight). There are no extensions.

Quiz 2 will be accessible from Wednesday November 27<sup>th</sup> – Friday December 6<sup>th</sup> (midnight to midnight). There are no extensions.

To ensure no technological problems, students must turn off all pop-ups, and open any windows they might want to refer to prior to commencing the quiz. Students are also expected to use a reliable computer and Internet connection. If you're not 100% positive that what you have is up to the task, go to the library or a computer lab on campus.

You may refer to your notes or any other resources at your disposal, but remember that nothing replaces good old-fashioned studying, and scrambling about for the answer increases your chance of making a technological error or just wasting precious time. Students are expected to work independently. Sharing of answers will be considered plagiarism and you will receive a grade of F (0) and risk disciplinary measures.

The purpose of the quizzes is to increase your reading comprehension and your ability to break down complex ideas into discrete elements such as definitions, principles, theoretical antecedents, etc. Academic writing can seem impenetrable, thus developing the skills to read confidently and retain useful information is important. The quizzes are also a useful incentive to keep up with assigned readings so that you can deepen your comprehension of gender and sexual theory and better participate in classroom discussions.

### ***Research Pitch / Research Slide***

This assignment is based on the belief that one must be able to clearly explain your research concept and goals in less than five minutes to a willing and interested audience. While the length of the presentation is short, preparation is critical and will take much time and effort. Guidelines are provided through D2L in the Research Pitch folder under Course Content and students are strongly recommended to follow them closely. The Research Pitch must be on the same topic that is eventually developed into your research design for your take-home exam.

All students must submit a title slide in PowerPoint that includes your full name and the title of your presentation. Name the slide by your last name and submit the file in the D2L Dropbox Folder that has the date of your presentation (e.g., "Research Pitch Feb 11"). **The deadline to submit the slide is Monday, September 27<sup>th</sup> at 11:59 PM.** The instructor will compile them into one PowerPoint file for each day, and make that file available to the class. *Failure to submit the slide on time, or in the wrong format, or in the wrong Dropbox Folder, or more than one slide will result in a penalty of one full grade on your Research Pitch.* **Please use a 4:3 slide format.**

You have a total of 5 minutes to (1) Prepare yourself at the front of the class to present; (2) Present; (3) Be seated again with minimal disruption to the class. Be sure to account for the time it will take you to walk up and down, take your breath, say your thank-yous, etc. The instructor will handle the technology. The presentations will be timed and a buzzer will let the next presenter know when to begin. If you are not seated by the time the buzzer begins, you will be penalized by one full letter grade. If you are still up at the class presenting, you will be told to sit down and you will receive an F. Your presentation is worth 10% of your final grade.

The presentation schedule will be randomly assigned and posted to D2L by September 20<sup>th</sup>. If the presentations are not completed on their assigned day, they will commence the next class day. If presentations are finishing earlier than expected, you may be called to present before your scheduled time. Therefore, you must be prepared to present at any time during the schedule.

Being able to visually present ideas in a compelling and cogent manner is also key to developing research skills. Therefore, students may revise and improve their slide after receiving peer assessment. If you want to take advantage of this opportunity, submit your revised slide in the D2L Dropbox Folder entitled Revised Slides by Wednesday, October 16<sup>th</sup> at 11:59 PM. If you do not submit a revised slide, the instructor will consider the original slide for assessment. The slide will be assessed for 5% of your final grade, based on the quality of design in five areas: research, argumentation, analysis, clarity, and technical proficiency. See the Visual Presentation Rubric for more details.

### ***Peer Assessment***

Part of scholarly research is peer review. You will be randomly assigned two research pitches to assess. Using the assessment worksheet provided in D2L, assess and rank the two pitches. Students must use the worksheet and follow instructions carefully.

You must email your assessment directly to the student using D2L Communications, cc'ing me. **The assessment is due by Friday, October 11<sup>th</sup> at 11:59 PM.** It is imperative that you use respectful, constructive language in your critique. Gushing praise is as problematic as petty criticism. The onus is on you to find the right balance and to be thorough in your assessment.

This is a Pass/Fail assignment, meaning that if you complete the assignment, you receive 5/5. Failure to meet any part of the assignment, including lateness, failure to use the assigned worksheet, inadequate or disrespectful assessment, etc. will result in 0/5.

### ***Ethics Application OR Close Reading***

Students have the option to do **ONE** of the following assignments. Only one will be accepted and graded. If you submit both, you take your chances on which one will be accepted and graded.

The deadline for this assignment is Friday, November 22<sup>nd</sup> at 11:59 PM. However, you are granted an automatic extension to Friday, December 6<sup>th</sup> at 11:59 PM. There is no penalty for submitting after November 22<sup>nd</sup>, but neither is there a bonus for submitting before December 6<sup>th</sup>. It is up to you to manage your time effectively. **No extensions will be granted past Friday, December 6<sup>th</sup> unless you apply for a Deferral of Term Work.** December 6<sup>th</sup> is the extension.

#### ***Ethics Application***

Any research on human subjects requires a thorough ethics review. Writing the ethics proposal is a skill all its own. Students will have their choice of pre-selected scholarly articles that engage in research using human subjects and must write an ethics proposal based on that article. An ethics proposal worksheet will be provided through D2L in the Ethics Application folder under Course Content. Students must use this worksheet and follow instructions carefully. Submit online to the D2L Dropbox Folder entitled Ethics Application. Only Word or PDF format is accepted.

#### ***Close Reading***

During the week on Textual Analysis and Close Reading, we will be watching the classic film noir *Laura* (Preminger 1944). A Close Reading worksheet will be provided through D2L in the Close Reading folder under Course Contents. On it will be a short selection of key moments in the film (could be one shot, could be a brief sequence). Students must select one moment and provide a close reading of the gender and sexual meanings contained in that moment. Students must use the worksheet and follow instructions carefully. Submit online to the D2L Dropbox Folder entitled Close Reading. Only Word or PDF format is accepted.

#### ***Research Design***

In D2L under the Research Design Module (Contents), there is a worksheet that all students must use for this assignment. You must submit the final completed worksheet to the D2L Dropbox labeled "Research Design." Only Word or PDF format is accepted. Instructions for each part of the Research Design assignment are included in the worksheet. The assignment is due on **Monday, December 16<sup>th</sup> at 11:59 PM.** Extensions are granted only if a Statutory Declaration is provided or a Deferral of Term Work is requested.

This is the student's opportunity to design the independent research project that they originally presented in their research pitch. Please note that the student will not be expected to actually undertake that project, but only to provide the design. That means you have the opportunity to undertake a thoughtful research design for a future Honours research, directed reading, or another senior seminar course that you may take at a later date.

The Research Design must be on the same topic as the Research Pitch. There can be some adjustments and improvements (in fact, there should be!) but it must not stray too far from what was originally proposed.

## Policy for In-Person Assessments and Absences

As per the University of Calgary Calendar G.1.1., A student who is absent from an in-person assessment in a course will receive a grade of zero on the assessment. If a student communicates with the instructor and explains the circumstances around the absence, the instructor may transfer the percentage weight for the assessment to another component of the course (such as the final examination), set another assessment, or make other alternative arrangements. An instructor will normally make this decision based on the information provided by the student. The instructor may ask for supporting documentation to confirm an absence. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note. For more information on Supporting Documentation, see <https://ucalgary.ca/pubs/calendar/current/m-1.html>

If you complete less than 30% of all assignments, the Instructor may assign you a final grade of F. If you complete all assignments but receive more than two Fs, the professor may assign you a final grade of F. For the purposes of this course, the Reflection / Response assignment is treated as one assignment worth 20%.

It is the student's responsibility to keep a copy of all assignments and to follow all instructions for completion and submission in case of loss by any cause.

### Grading system:

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

### Course Content:

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

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

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

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

SU Student Wellness Services

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

Alberta Mental Health Help Line

([albertahealthservices.ca/findhealth/Service.aspx?id=6810&serviceAtFacilityID=1047134](http://albertahealthservices.ca/findhealth/Service.aspx?id=6810&serviceAtFacilityID=1047134) 1-877-303-2642)

Calgary Communities Against Sexual Abuse Hotline

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

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

Women's Resource Centre

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

Q Centre for Gender and Sexual Diversity

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

Faith and Spirituality Centre

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

Native Centre

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

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

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

### **Student Conduct**

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

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

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

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

## Course Technology

Students are welcome to bring portable word processing devices (tablets, laptops, airbooks, Acer, anything you have) to take notes in class. Using your device for any other reason – unless the instructor gives you direction to do so for class-related purposes – is prohibited and may result in having your privileges to use your device in class revoked and/or you being removed from the class. If the instructor directs you to put away your devices, you must do so promptly. All sounds and notifications must be turned off during classtime, unless you have a private agreement with the instructor. See the Student Code of Conduct Agreement for more details.

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

## Student-Instructor Communication

Appropriate communication procedures are described in detail in the Student Code of Conduct Agreement. The instructor's preferred means of communication is first by scheduled office hours, then by a pre-arranged meeting time (only if the professor's office hours conflict with another course), and then by email.

The instructor will endeavor to respond to emails within three business days after receiving the message. If the student emails a question that is fully addressed by the syllabus, Student Code of Conduct, or posted on D2L, the instructor will not reply. Therefore, if you don't receive a response within three business days, that probably means you can find the answer somewhere yourself. The instructor may respond to your email query with the request that you come meet with them in person to discuss. Please note, that the university's regular business hours are 8:30-4:30, Monday through Friday and excludes recognized holidays. See the Academic Schedule for more details: <https://ucalgary.ca/pubs/calendar/current/academic-schedule.html>

## Children in Class

- All exclusively breastfeeding babies are welcome in class as often as it is needed and the parent is welcome to nurse however is best for baby.
- It is understood that occasionally childcare arrangements for toddlers and older children can fall through, and therefore they may attend class with their parent. There is no need to inform the instructor beforehand. Attending class should be a last resort, not a permanent solution. If the child is sick, it is preferable that they do not come to class.
- In all cases when a student brings a child to class, they must make every effort to arrive to class early, sit near the back and by a door, so that the child is settled before class begins. If they need attention or are disrupting the class, you can easily step outside with them. Once the child is settled again, you are most welcome to return to class.
- Other students are asked to not interrupt the parent or attempt to draw the child's attention as this can end up being very disruptive and may upset the child (not to mention the parent!)

## 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 how it is practiced differently according to personal context. Nonetheless, there are some general parameters to uphold. Braver Space does not mean sharing or participating in a way that violates personal boundaries (yours or another person's), nor cajoling others into participating in ways that are not conducive to their personal bravery. It means **being respectful, self-aware, and mindful of the classroom dynamic and your place in it**. Some guidelines are provided below.

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

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

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

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

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

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

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

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

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

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

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

### **About the Women’s Studies Program**

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

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

[Consent Awareness and Sexual Education Club](#)  
[Faith and Spirituality Centre](#)  
[Native Centre](#)

[Queers on Campus](#)

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

[Women in Leadership Club](#)

[Women's Resource Centre](#)

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

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

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## **IMPORTANT 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](http://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](http://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.

### **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. Instructors may request that evidence in the form of documentation be provided. 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. For information on possible forms of documentation, including statutory declarations, please see [ucalgary.ca/pubs/calendar/current/n-1.html](http://ucalgary.ca/pubs/calendar/current/n-1.html)

### **Student Support and Resources**

Full details and information about the following resources can be found at [ucalgary.ca/Registrar/registration/course-outlines](http://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](http://arts.ucalgary.ca/advising) for contact details and information regarding common academic concerns.

For questions specific to the philosophy program, please visit [phil.ucalgary.ca](http://phil.ucalgary.ca). Further academic guidance is available by contacting David Dick (Undergraduate Program Director [dgdick@ucalgary.ca](mailto:dgdick@ucalgary.ca)) or Jeremy Fantl (Honours Advisor [jfantl@ucalgary.ca](mailto:jfantl@ucalgary.ca)). If you have questions regarding registration, please email Rebecca Lesser (Undergraduate Program Administrator [phildept@ucalgary.ca](mailto: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 (one-on-one appointments, drop-in support and writing

workshops). For more information, and other services offered by the Student Success Centre, please visit [ucalgary.ca/ssc](http://ucalgary.ca/ssc).

### **Online Resources and Electronic Devices**

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

The instructor reserves the right to establish specific course policies regarding the use of electronic devices. If permitted, the use of devices must be exclusively for instructional purposes, and without disruption to the instructor or fellow students. 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.

### **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](http://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](http://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](http://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.pdf](http://ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act ([laws-lois.justice.gc.ca/eng/acts/C-42/index.html](http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html)).