Course Outline

Lectures: January 6-10, 2020
SA 245, 9:00 AM – 4:30 PM

Instructor: Dr. Rebecca Sullivan
Office: Social Sciences Building, #1142
Office Phone: 403-220-3397 (rarely answered)
Email: rsulliva@ucalgary.ca (preferred means of communication)
Office Hours: No scheduled office hours during Block Week
January 13-April 12, Mondays 1-4PM

Land Acknowledgement

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

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

Course Description

An opportunity for students to learn a variety of analytical frameworks for the investigation, analysis, and critique of pornography, in the context of its relationship to a wide spectrum of gender and sexual politics.
Pornography is rapidly returning to the forefront of public debates, but how those debates are framed has huge consequences for producers, performers, and consumers of pornography. This course examines some of the dominant frameworks for analyzing pornography and queries how different, emerging frameworks from within feminist and queer pornography movements can radically alter how we define pornography’s value.

Content Warning

Please note that viewing, reading, and discussing explicit sexual materials will be a major component of course requirements. These materials may contain content that is offensive or disturbing to you. If these materials make you uncomfortable, you are encouraged to speak with the instructor. However, you will not be exempt from any assigned work. This class respects difference and diversity while welcoming thoughtful, critical debate and discussion. Respect for other people’s sexuality is paramount in all aspects of the course.

Course Learning Outcomes

- To discover how pornography studies has emerged as an important and contentious field in gender and sexuality scholarship;
- To improve your understanding of competing theoretical, methodological, and pedagogical paradigms in gender and sexuality studies, and the kinds of evidence they produce;
- To appreciate the valuable insights gained through gender and sexuality scholarship to related community organizing and/or activism;
- To become a more critical, self-reflexive, and conscious scholar and activist;
- To participate in a vibrant, questioning community of learning that is rooted in intersectional praxis, resiliency, and social justice.

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

Participatory Classroom

In our participatory classroom, students will be invited to engage in a number of ways, both within groups and individually with the whole class. No student will be placed in a situation that causes them distress but all students are encouraged to bring their “braver space” intentions (see Code of Conduct). Attendance matters, but active engagement in classroom discussions, grounded in solid preparation and mindful self-reflection matters more.

Required/Recommended Texts (including electronic resources):

Pre-course Required Reading:
* Students are expected to have closely read the book in advance of the course start date.
**Supplementary Reading:**

Non-required but recommended readings will be provided in D2L. These readings will assist you in all facets of course, from classroom discussions to writing assignments.

**Course Assessment**

Studying pornography is not only a complex, but also a personably vulnerable practice. Thus, you will **not** be assessed based on the weighted average of graded assignments but on the successful completion of a pre-determined set of tasks. As a general rule, a successful completion of a task demonstrates a largely correct understanding of the material with some thoughtful insight. This grading system allows you as a student much more self-determination and goal management. This system is more rigorous than traditional grading and builds on well-documented links between setting personal expectations and achieving self-defined success. It clearly presents a framework and rubrics so you can determine whether your work is complete, done in good faith, and consistent with course expectations and learning outcome. **Simply completing is not enough – it must be done to standards. Also, there are no extensions to the assignments.**

<table>
<thead>
<tr>
<th>Porn Assessment</th>
<th>Compl</th>
<th>Self-reflection / Self-critique</th>
<th>Completion of 1 assessment</th>
<th>Completion of 2 assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-reflection / Self-critique</td>
<td>Incomplete</td>
<td>Completion of either self-reflection or self-critique</td>
<td>Completion of both self-reflection and self-critique</td>
<td>Completion of both self-reflection and self-critique</td>
</tr>
<tr>
<td>Textbook Assessment</td>
<td>Incomplete Test or grade less than 50%</td>
<td>Completion of Online Test, with a grade of 50-60%</td>
<td>Completion of Online Test, with a grade of 60-70%</td>
<td>Completion of Online Test, with a grade of 70-85%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Fulfill less than 12 components</td>
<td>Fulfill 12-14 components throughout the week</td>
<td>Fulfill 15-17 components throughout the week</td>
<td>Fulfill 18-24 components through the week at a high level</td>
</tr>
<tr>
<td>Class Engagement</td>
<td>Incomplete Questionnaires</td>
<td>Engagement Questionnaires</td>
<td>Engagement Questionnaires</td>
<td>Engagement Questionnaires</td>
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</tbody>
</table>

**Class Engagement**

Three separate online questionnaires must be completed in order to receive an engagement credit. 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 zero credit for Engagement.** Since Engagement is a requirement for all grade levels, it is strongly urged that you do this.
The Student Code of Conduct Agreement must be completed by January 7th at 8:30 AM. 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 January 7th at 8:30 AM. 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 January 12th at midnight. It is an opportunity to assess how well you met your own commitments and learning goals in this class.

In determining Pass/Fail, the instructor will take into account the depth of analysis, attention to detail, and quality of thought and expression.

Textbook Assessment

An online test based on the required textbook will be provided through D2L. Students have until Friday, January 17th at midnight to complete the test. There will be a mixture of short, 1-point questions, which can be graded by the computer. You may take the test twice, and D2L will record your highest attempt. The test is open book, and can be taken at any time beginning Monday, January 6th at 6AM. The test will be timed to be completed in 75 min, and class will end at 3:30 PM on Friday, January 10th.

Class Participation

Please review the Participatory Classroom Philosophy. There are multiple components to the Class Participation Assessment, including group and independent work:

- Participation in the Braver Space group discussion
- Completion of the daily Film Worksheets
- Participation in the Learning Outcomes Group Discussion
- Participation and/or Presentation during the Learning Outcomes Presentations
- Completion of the daily Group Assessment Survey

You will be placed in a student group by the instructor and expected to work with all your members throughout the course. If there are serious interpersonal or collegial issues, you must let the instructor know immediately. In all cases, work must be completed to the following standards in order to be considered toward your Class Participation Assessment:

- All work is legibly hand-written
- Full names appear in the appropriate fields (that means first and last name)
- Worksheets are complete and adhere to all instructions and requirements
- Any word count requirements are met
- All work is free from typographical, grammatical, and spelling errors
- All work demonstrates an engagement with course materials, including required readings
- Your group honestly answers all questions on the worksheets (dishonesty results in a group grade of 0%)

**Braver Space [group]:** At the beginning of every class, you will meet with your group to discuss the topic and material upcoming. What interests you? What concerns you? What questions do you have? As a group, you will then complete a brief statement on a worksheet provided.

**Film Worksheets [independent]:** You will be provided a worksheet with 3-5 prompt questions relating to the film, which you must submit by 3PM.

**Learning Outcomes Group Discussion [group]:** Your group will return to your Braver Space statement and draft a response that reflects on a key learning outcome from that day.

**Learning Outcomes Presentation [group]:** Twice during the week, your group will be asked to share your group learning outcome with the rest of the class. Your group will be randomly selected so must be prepared. Select one member from your group to present. It cannot be the same member both times. Following these presentations, a class discussion will ensue.

**Peer Learning Assessment Surveys [independent]:** At the end of each day, you will submit a Peer Learning Assessment survey.

**Self-Reflection / Self-Critique**

The self-reflection is due Monday, January 6th by midnight.

The self-critique is due Tuesday, January 14th by midnight.

Each assignment consists of a short essay (@1000 words) written in first person but informed by scholarly research and validated evidence. The self-reflection provides insight into your thoughts, opinions, beliefs, and feelings about pornography and your rationale for this viewpoint. The self-critique reflects on what you have learned in the course and how your ideas about pornography have changed. In both cases, you must engage directly with material from the textbook and independent research is expected: at least three scholarly sources other than the textbook. Essays must be submitted through Dropbox in the appropriate folder (Self-Reflection / Self-Critique). Only MS Word format will be accepted. Please note: if you submit in any other format, you will not be credited for that submission. That includes submitting as *.txt, *.odt, *.rtf, and *.pages. If you incorrectly name your file so that it doesn’t open, it will not be credited as submitted.

In order to have the self-reflection and self-critique credited as a PASS, you must meet the standards of “B” level work as outlined in the rubric available on D2L.
Porn Assessments

Porn assessments are due by Friday, January 24th at midnight. Students must select from the list below and write one or two scholarly analyses of a feminist/ethical porn site or festival. Assessments should be approximately 1500 words and include at least four scholarly references that help situate the site or festival within feminist/ethical porn praxis.

Assessments must be submitted through Dropbox in the appropriate folder. Only MS Word format will be accepted. Please note: if you submit in any other format, you will not be credited for that submission. That includes submitting as *.txt, *.odt, *.rtf, and *.pages. If you incorrectly name your file so that it doesn’t open, it will not be credited as submitted.

In order to have an assessment credited as a PASS, you must meet the standards of “B” level work as outlined in the rubric available on D2L.

<table>
<thead>
<tr>
<th>Berlin Porn Festival</th>
<th>bellessa.com</th>
<th>onlyfans.com</th>
</tr>
</thead>
<tbody>
<tr>
<td>London Porn Film Festival</td>
<td>brightdesire.com</td>
<td>pinkandwhite.biz</td>
</tr>
<tr>
<td>Porn Festival Vienna</td>
<td>cinesinclaire.com</td>
<td>spit.exposed</td>
</tr>
<tr>
<td>Salón Erótico de Barcelona</td>
<td>eroticfilms.com</td>
<td>ssh.com</td>
</tr>
<tr>
<td>Toronto International Porn Festival</td>
<td>joybear.com</td>
<td>xconfessions.com</td>
</tr>
<tr>
<td>afourchamberedheart.com</td>
<td>manyvids.com</td>
<td>zerospaces.com</td>
</tr>
</tbody>
</table>

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 five devices. They may download the Microsoft Office installation file by signing into their email online at https://office365.ucalgary.ca and selecting "Install Office Apps" from their main Office 365 portal page. Once the Microsoft Office suite is installed, they may activate the license by signing in with their @ucalgary.ca email.

Policy for 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 instructor may assign you a final grade of F.
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.

There will be no Registrar-scheduled final exam.

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.

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

WOMEN’S STUDIES COURSE CONDUCT

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”). 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 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: [ucalgary.ca/pubs/calendar/current/k.html](ucalgary.ca/pubs/calendar/current/k.html)

**Course Technology**

Students are welcome to bring portable word processing devices (tablets, laptops, etc.) to take notes in class. Using your device to go online for any reason – unless the instructor gives you direction to do so for class-related purposes – is prohibited and may result in having your privileges to use your device in class revoked and/or you being removed from the class. *If the instructor directs you to put away your devices, you must do so promptly.* All sounds and notifications must be turned off during class time, unless you have a private agreement with the instructor.

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 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 three business days, you can likely find the answer yourself. The instructor may respond to your email query with the request that you meet 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: [ucalgary.ca/pubs/calendar/current/academic-schedule.html](ucalgary.ca/pubs/calendar/current/academic-schedule.html)

**IMPORTANT PROGRAM, DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION**

**Women’s Studies Program Course Policies**

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**
  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**
  ucalgary.ca/women 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**
  ucalgary.ca/fsc 3rd Floor, MacEwan Student Centre
- **Writing Symbols Lodge**
  https://live-ucalgary.ucalgary.ca/student-services/writing-symbols/home
  3rd Floor, MacEwen Student Centre

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

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

**Braver Space Guidelines**

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

- 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 classroom is that we are all moving forward with our best intentions. If someone says something that may be construed to be problematic, we will raise questions and/or concerns about the language, not about the person.

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

• Address people without assuming their gender. Some ways to do this:
  o Don’t refer to groups as guys, ladies, women, men, etc. Instead, use gender-neutral terms like “folks,” “all,” “everyone,” etc.
  o 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:
  o they/them/theirs
  o she/her/hers
  o ze/hir/hirs
  o he/him/his
  o 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 and focus on the participatory classroom.

About the Women’s Studies Program

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

The University of Calgary has a number of student clubs and campus centres dedicated to issues of gender and sexual equity and diversity.

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

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

**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.

**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

**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
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.

For questions specific to the philosophy program, please visit phil.ucalgary.ca. Further academic guidance is available by contacting David Dick (Undergraduate Program Director dgdick@ucalgary.ca) or Jeremy Fantl (Honours Advisor jfantl@ucalgary.ca). If you have questions regarding registration, please email Rebecca Lesser (Undergraduate Program Administrator phildept@ucalgary.ca).

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

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.

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 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.
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 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](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.

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