



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

WMST405-S01

Praxis Seminar

Fall Term 2019 Course Outline

Lectures: T/R 9:30 - 10:45 a.m., SA 109

Instructor: Joe Kadi

Office: Social Science 1206

Office Phone: Please email

Email: jkadi@ucalgary.ca

Office Hours: Tuesdays 1:00 to 2:00 or by appointment.

WMST Open Forum Thursdays 12:00 to 1:00, Common Area, Philosophy Department, 12th floor of Social Science.

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

Praxis is the term used to describe the coming together of theory and practice to create informed, conscious and self-conscious action. In this seminar, we will investigate key concepts of activism, and examine the links and gaps between theories and practices. This will be done through our course work, and through the practicum aspect of the course. Examples from feminist, queer, trans and other social justice movements will be explored.

Students will engage in some form of social change work; each student will participate in a practicum, and spend a minimum of 15 hours through the term at their practicum site. This is in addition to the weekly class meeting.

Because we are a small group that meets only once a week, it is imperative that all students keep up with the readings and make every effort to attend all classes.

A further explanation of the practicum: Each student, with the help of the instructor, will be placed within an appropriate organization that has been approved by the instructor. This will typically be in place by Week 2. The social change organization will be a University or city of Calgary group. The student will be doing this work with the intent of: understanding themselves in relation to a social change organization; understanding social change and praxis more fully; understanding the inner workings of a social change organization. Students will take the time to explore the practice and culture of the organization, their social media presence, their basic policies and structures, and their vision statement.

Key to understanding an organization is engaging in critical self-reflection of what you learn about the difficult work of daily social change. Remember that a critical analysis is not about criticizing and tearing down an organization; students want to arrive at a holistic and empathetic analysis that situates the learner at the centre. Each student will keep in mind that they are there to learn, observe, and pay attention, not to tell staff-people how to conduct themselves. Each student will leave the practicum with an insider, detailed view of praxis, and the skill of being able to sensitively comprehend some of the inner workings of a social change organization.

The practicum experience will allow students to reflect on these questions: What does this organization do, and where am I in this process? What are my feminist principles and how do I see them operating during this experience? How am I better able to understand the concept of praxis through my work with this organization? How do I integrate my values into this social change work? Where do I see resiliency within this organization? Are the staff people cultivating a culture of 'calling in,' rather than 'calling out'? How hard it is to bring ideals to fruition; what are the everyday challenges involved in this process? Where do I see the everyday challenges in the life of an organization and where do I see them in my own life?

Keep in mind that the instructor will have final say over each student's practicum.

PREREQUISITE(S)

3 units in courses labelled Women's Studies.

COURSE LEARNING OUTCOMES

- *understand the broad ranges of issues feminists were/are concerned about
- *consider the relevance of feminism/social justice in today's world
- *understand the meaning of praxis, differentiate between theory and action, strengthen our abilities to assess social change work in respectful, clear ways
- *appreciate the importance of social change work/feminist activism
- *connect with activists past and present
- *deepen our critical/holistic thinking skills
- *work to establish a vibrant learning community based on respect and support.

Textbooks and Assigned Readings:

- *Ten Thousand Roses: The Making of a Feminist Revolution*, by Judy Rebick.
- *As We Have Always Done: Indigenous Freedom through Radical Resistance*, by Leanne Betasamosake Simpson.

These are available at the U of C bookstore.

Other readings for the course will be posted on the D2L site.

ASSIGNMENTS AND EVALUATION

- **Student Agreement**, completed on D2L, by September 12, 8 p.m. Students will carefully read the Student Agreement, which can be found under the 'Quiz' section of D2L. Please note it will not be graded as a quiz; it is listed there because of the versatility of the 'Quiz' section. The agreement consists of a series of Y/N questions. If a student answers 'No' for any question, the student must email the instructor with an explanation; the instructor will then determine if the reasoning is valid.
- **Participatory Classroom**, a two-part assignment. Participation Pact is available in the 'Quiz' section of D2L; it will be completed by September 12, 8 p.m. The Participatory Classroom assessment, a short essay, will be posted in the D2L Dropbox by November 28, 11:59 p.m. If Participation Pact is not completed by the deadline, students will not be able to hand in the second part of the assignment they will receive 0/F on the assignment. Worth 15% of the grade.
- **Discussion questions** on the reading for the day. Due dates are Sept. 24, Oct. 1, Oct. 8, Oct. 15,

Oct. 22, Nov. 5, Nov. 19. Four of these seven questions will be handed in; the four questions handed in will be graded, with each worth 5% for a total of 20% of the grade.

The Alignment Experiment, due October 17, worth 20%.

- **Outdoor Learning Activity**, throughout term, worth 15%.
- **Final paper**, December 12, worth 30%.

Participatory classroom, a two-part assignment geared toward building a participatory classroom. The first part of the assignment will be done online, through the D2L 'quiz' section, and is due **September 12**, 8 p.m. For the second part of the assignment, due **November 28**, 11:59 p.m., in the Dropbox, students will write a 2 to 3 page double-spaced paper focusing on issues of attendance, participation, and depth of learning. Considering that this is a participatory classroom, and that the success of a participatory classroom depends on each individual, this assignment will provide the chance for students to consider what they have contributed to creating a vibrant learning atmosphere. Students will begin by assigning themselves a grade that they believe accurately reflects their participation and depth of learning. They will explain their rationale for this grade by explaining how they have conducted themselves throughout the semester. The student's assessment will be considered in light of the instructor's observations, and the instructor will have final say concerning the grade. Make sure you read Guidelines for the Participatory Classroom Assignment, on our D2L site. This assignment is worth a total of 15%.

Discussion questions. Hard copies of discussion questions are due at the beginning of class on Sept. 24, Oct. 1, Oct. 8, Oct. 15, Oct. 22, Nov. 5, Nov. 19. These questions will be used to form the basis of our work on the reading for the day. On four of those days, your discussion questions will be collected, and a letter grade, worth 5% of your overall grade, for a total of 20%, will be given. The dates for the collection will not be announced: the assumption is that students will put the same amount of work into each week's question, and thus it will not matter whether the question is collected.

A seminar class provides a rare opportunity to meet with a group of like-minded scholars and work/talk through issues and materials of interest. Preparing discussion questions ahead of time helps facilitate in-depth discussions. Questions will be accompanied by a paragraph in which students set out preliminary responses to the question. Questions may specifically refer to ideas/theories/history outlined in the text, or relate to thoughts/questions connected to the text and the practicum. Each question will have a direct connection with our course material.

Each student will be allowed to submit one discussion question over email, if they are absent from class on that day. The email must be sent before class begins on the day in question. Students will not be allowed to submit other discussion questions over email. This means that if you are absent for more than one class, and if the professor collects discussion questions on that day, you will receive an F on that day's discussion question.

The Alignment Experiment, worth 20%, due 11:59 p.m., **October 17**, Drop-box, D2L. This assignment allows students to choose and engage in an exercise of self-awareness, connected with our course material. Because we will be engaging in in-depth discussions about feminists' ability to align their beliefs (theories) with their actions in the world, moving from that to analyzing our personal alignment will be a simple matter. Realizing ways in which our beliefs are not aligned with our actions will be a first step in choosing a 7 to 10 day set of activities that will allow us to move toward alignment. After completing this set of activities, students will write a paper analyzing their learnings and insights. This critical reflection paper will be 6 to 8 pages long, and will include a minimum of seven citations to our course material. A careful reading of the document entitled Guidelines for the Alignment Experiment will be necessary.

Outdoor Learning Activity, worth 15%, happening throughout the term, beginning Sept. 26. Students will take turns facilitating the first 15 minutes of our class time, leading us through an outdoor activity on our campus. This activity will provide us with a chance to engage with our campus, our course material, each other, and our Earth in new ways; it will deepen our learning through the term as we experience creative collaborative learning. What kind of experience will you choose? This could be any number of things, including but not limited to

tree identification, wildlife identification, meditative walking, playing a game, engaging in a scavenger hunt. The student facilitating for a given day will explain the activity, and the rationale for it, at appropriate times. The student will lead us to the appropriate place or places, and instruct us as to what we need to do. The student will not be expected to talk for the whole time, only at such times as instructions and context are necessary.

The first outdoor learning activity led by a student will occur on Sept. 24. A schedule will be posted before that date, so that students know which day they are facilitating.

We will need to arrive 5 minutes before class begins – and be prepared to go outside for this activity, regardless of the weather.

Final paper, worth 30%, due at 11:59 p.m., Drop-box, D2L site, **December 12**. This 20 page self-reflection, double-spaced paper will focus on the practicum, with numerous (at least 10) connections made to our course readings and class discussions. It will be helpful, in preparation for this essay, for students to keep detailed notes through the term, as to what they are beginning to understand about social change, praxis, and personal values/insights.

It is the student's responsibility to keep a copy of each submitted assignment.

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

Grading Scale

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

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

ABOUT THE WOMEN'S STUDIES PROGRAM

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

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

[Consent Awareness and Sexual Education Club](#)

[Faith and Spirituality Centre](#)

[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 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).

CONTENT WARNING

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

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

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

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

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

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

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.

Student Agreement and Other Important Matters:

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

Responsibility for attending and fulfilling the requirements for all aspects of the course resides with the student. The professor will not give out lecture notes, repeat information, nor provide replacement copies of material that was provided during regular class hours. The course includes a combination of individual assignments, group work, lectures, screenings, and readings.

Use of recording technologies in class is prohibited.

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

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

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

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

Braver Space Guidelines

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

Do not make assumptions about other people’s identities and life experiences. That includes but is not limited to race, gender, sexuality, physical ability, socio-economic class, mental and emotional wellbeing, age, citizenship status, and reproductivity.

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

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.,
- Refer to individuals whose gender has not been disclosed to you in gender-neutral ways such as “the person who said...”

Address people using the gender pronouns they have indicated for themselves. Offer your gender pronouns to others to make it a braver space to talk about gender pronouns. Some gender pronouns

include, but are not limited to:

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

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

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

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.

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
- 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.

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 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.pdf) and requirements of the copyright act (laws-lois.justice.gc.ca/eng/acts/C-42/index.html).