

# GENDER & FEMINIST POLITICAL THEORY

## POSC 350

Fall 2010, Tuesdays 1300-1550  
Room AB A416

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appointment  
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### Course Description

How do 'gender' and 'sex' relate to politics? What is the difference between gender and sex? Is gender and feminist politics just about women? Should it be? How do issues of gendering relate to issues of racism, colonialism, class, sexuality and desire, disability? Why does whiteness matter to the study of gender, feminism and politics? Can men be feminists? How can feminism be deployed to challenge violence against women, racism, transphobia, poverty and other social inequities? This course will explore these questions through the study of various political theories of gender and feminism.

In the first part of the course we will explore two major themes in the field of Gender and Feminist Political Thought, both of which challenge the category of 'woman' as the central category of analysis: the first theme involves a challenge to the duality between men-women, and the second theme involves a challenge to the assumption that women are a social collective. In the second part of the course, we will explore some contemporary political topics of gender, including issues related to Indigenous women, work, gender and equity politics on university campuses, the gendered state, and how gendering intersects with other kinds of difference in the post September 11 2001 world.

The course consists of a combination of lectures, readings, and class-based discussions. Each week you will be required to attend the lecture and keep up with the required readings. The success of the course very much depends on each student reading the material before class and participating in class discussions.

*Note:* The instructor reserves the right to correct, change or modify the syllabus as the course progresses.

### Course Objectives

1. Gain an understanding of the theoretical debates and differing perspectives within the field of feminist and gender politics.
2. Develop some critical responses to the place of gender and feminism in the study of politics.
3. Critically and self-reflectively evaluate key categories of analysis relevant to the study of gender and feminist politics, including concepts such as gender, sex, woman, difference, and power.
4. Link the theoretical ideas to practices of feminism.

## Required Readings: Course Package

A *required course package* (CP) is available in the University bookstore. It provides a collection of articles and chapters put together specifically for this course. The CP contains full bibliographic information and should be used if citing from course material. The readings listed below also include relevant supplemental readings suggestions for each week/topic. A copy of the CP is also held at the library reserve section. NOTE: to save on costs and paper, the CP in the library does not contain any of the required journal article readings, as these are available on-line through the UFV library.

## Assessment

News Story Presentation (10%)	TBA
Practicing Feminism at UFV, Presentation & Paper (25%)	October 26
Research Essay Proposal (5%)	November 23
Research Essay (30%)	November 30
Final Examination (30%)	TBA

### ***I. News Story Presentations (10%): dates to be assigned in week 2***

This assignment requires that you find a news story from September 1<sup>st</sup> 2010 onwards that represents an issue related to feminism and gender politics. A sign-up sheet will be made available early in the course. Your presentation should take 5-10 minutes. Practice your timing beforehand if need be! You must briefly introduce the news story, clearly say what makes the news story a feminist or gender-related issue, and state your position on the news story. You want to decide your basic thesis/position, build your case around it, and have a conclusion. Marks will be given at the end of class. You will be assessed on:

- how you relate your chosen story to issues of feminism and gender politics;
- how clearly your position is expressed and whether it is well defended;
- your presentation style.

The purpose of this assignment is to develop your presentation skills, and link the theoretical ideas to current political events.

### ***II. Practicing Feminism at UFV (25%): due October 26***

This assignment requires you to analyze the politics of gender at the university (e.g. ratio of men and women in particular disciplines, policies on sexuality, sexism in the classroom, transphobia, representation of Indigenous women, equality in sports etc.). There are two parts to the assignment:

- a) 2-3 page (double-spaced, 12 point font) written submission explaining an issue of gender politics at UFV and why it is relevant to feminism, and identifying how it could be addressed in practice. Be sure to follow all writing and referencing requirements for an academic paper (i.e. cite sources, paragraph structure etc.) (15%).
- b) 5-10 minutes presentation on the topic (10%). Practice your timing!

As background readings, see the list under week 8. These are NOT in your Course Packs but are available through UFV library. You may begin with these readings but you are required to examine other articles and books that will shed light on the issue that you have chosen. The purpose of this assignment is to raise awareness of gender issues at UFV, and to link feminist theory to local politics.

### ***III. Research Essay Proposal (5%): due November 23***

This assignment is the basis of your major writing assignment for the course, in which you pick your own topic. If you cannot decide on one, let me know and I will assign you an essay question.

It is strongly recommended that you discuss your topic with me. You are required to bring in a written outline/proposal of your paper and a bibliography to class on November 23. We will discuss your proposals in class so that you get some feedback before final submission. I will collect the abstracts at the end of the class. Assessment will be based on the discussion. The proposal/outline should be no more than one page, typed, with a standard 12 point font. It should include:

- A clear research question;
- A summary of the issue you want to examine and a **thesis statement**;
- A plan for the essay;
- A bibliography of the material you have already looked at and expect to use.

The purpose of this assignment is for you to organize your research plan, and to receive comments before you submit your essay.

#### ***IV. Research Paper (30%): due November 30***

Research papers are due on the last day of class. This assignment is intended to increase your research, critical reading and writing skills.

Essay format and requirements:

- Essays should be 8-10 pages (including bibliography), typed, double spaced, with a standard 12 point font and one inch margins.
- Staple your paper in the top left corner only; no bindings please.
- Include a cover page with your name, student number and title of paper, and one blank page at the end for comments.
- Include page numbers, with the first page of text numbered page 1.
- You are required to keep a copy of your essay.
- You may begin with your course package readings but you are required to examine other articles and books that will shed light on the question that you have chosen. See supplemental readings as a starting point. When using readings assigned for class, you must demonstrate serious engagement – merely re-writing class notes will not be sufficient.
- **You must use and cite at least five scholarly books and articles, including one reference from a scholarly journal of the last five years. 5% will be deducted if you do not meet this requirement. Remember to have a complete bibliography.** Some suggested journals are: *Political Theory*, *Constellations*, *Canadian Journal of Political Science*, *Signs*, *Hypatia*, and *Politics & Gender*. You may use information found on the internet but be careful about the source of information, and be certain to make specific reference to the URL in your footnote. Web sources such as those like Wikipedia are not acceptable. Journal articles found on the internet are NOT counted as web sources.

Assessment of essay

1. A clearly stated thesis – what are you trying to demonstrate or prove
2. Argument to support your thesis:
  - analysis of the subject matter and not just a description
  - setting out key issues
  - essay flows from one point to the next
  - addresses key points on the other side of the argument
3. Effective use of a variety of good resources
  - you must use at least 5 scholarly books/articles, including one reference from a scholarly journal of the last five years (magazines and newspapers do not qualify as scholarly journals);

- use of relevant articles, books and other materials
  - demonstrate familiarity with the literature of the subject
  - quotations properly used
  - careful use of websites
  - footnotes and references done correctly; any Political Science accepted method of referencing is acceptable (e.g. Humanities/MLA style or Author & Date/APA style), so long as you are consistent.
  - complete bibliography
4. Relevant subject material – leave out irrelevant material
  5. Organization and Style
    - paper is well written
    - good construction of paragraphs
    - essays concludes and does not just end
    - mechanics (spelling, punctuation, grammar etc.).

***V. Final Exam (30%): date TBA***

The date of the final exam will be scheduled by the University. The exam will be held for 2 hours, and will address material covered in the entire course (i.e. all course package and lecture material). You are required to take the final exam as scheduled.

## Lecture Topics and Readings

### **1. September 7 INTRODUCTION & DEFINITIONS**

- Arneil, Barbara. 1999. *Politics and Feminism*. Oxford: Blackwell Publishers. Chapter 1
- Hawkesworth, Mary. 2005. "Engendering Political Science: An Immodest Proposal". *Politics & Gender* 1 (1):141-156.
- hooks, bell. 2000. *Feminism is for Everybody: Passionate Politics*. Cambridge, MA: South End Press. Vii-x

#### Supplemental readings:

- Connell, R.W. 2005. "Masculinities & Globalization". In *Gender through the Prism of Difference (3rd edition)*, edited by M. B. Zinn, P. Hondagneu-Sotelo and M. A. Messner. New York & Oxford: Oxford University Press.
- Goertz, Gary, and Amy G. Mazur. 2008. "Mapping gender and politics concepts: ten guidelines". In *Politics, Gender, and Concepts*, edited by G. Goertz and A. G. Mazur. Cambridge: Cambridge University Press. Pp14-44
- Green, Joyce. 2007. "Taking Account of Aboriginal Feminism". In *Making Space for Indigenous Feminism*, edited by J. Green. Black Point, Nova Scotia: Fernwood Publishing.

## DEBATES IN CONTEMPORARY FEMINISM: CHALLENGES TO THE CATEGORY OF WOMAN

### **2. September 14 SEX & GENDER DIFFERENCE**

- Beauvoir, Simone de. [1973] 1997. Introduction to The Second Sex. In *The Second Wave: A Reader in Feminist Theory*, edited by L. Nicholson. New York: Routledge. Pp11-18
- Jaggar, Alison M. 1997. Human Biology in Feminist Theory: Sexual Equality Reconsidered. In *Key Concepts in Critical Theory: Gender*, edited by C. C. Gould. New Jersey: Humanities Press. Pp48-55
- Firestone, Shulamith. 1997. "The Dialectic of Sex". In *The Second Wave: A Reader in Feminist Theory*, edited by L. Nicholson. New York and London: Routledge. Pp19-26
- Leach, Mike. 1994. "The Politics of Masculinity: An Overview of Contemporary Theory". *Social Alternatives* 12 (4):36-37.

#### Supplemental readings:

- Frye, Marilyn. 2009. "Oppression". In *Ideals & Ideologies: A Reader (7th edition)*, edited by T. Ball and R. Dagger. Toronto: Pearson Longman.
- Pateman, Carole. 1988. *The Sexual Contract*. Stanford, California: Stanford University Press.
- Rich, Adrienne. 1983. "Compulsory Heterosexuality and Lesbian Existence". In *The 'Signs' Reader: Women, Gender and Scholarship*, edited by E. Abel and E. K. Abel. Chicago and London: The University of Chicago Press.

### **3. September 21 TROUBLING SEX AND GENDER**

- Butler, Judith. 1997. "Imitation and Gender Insubordination". In *The Second Wave: A Reader in Feminist Theory*, edited by L. Nicholson. New York and London: Routledge. Pp300-316
- Greenberg, Julie A. 2006. "The Roads Less Traveled: The Problem with Binary Sex Categories". In *Transgender Rights*, edited by P. Currah, R. M. Juang and S. P. Minter. Minneapolis: University of Minnesota Press. Pp51-73

Supplemental readings:

- Butler, Judith. 1999. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.
- Fausto-Sterling, Anne. 2003. "The Five Sexes: Why Male and Female are not Enough". In *Oppression, Privilege and Resistance*, edited by L. Heldke and P. O'Connor. New York: McGraw Hill.
- Namaste, Viviane. 2005. *Sex Change, Social Change: Reflections on Identity, Institutions, and Imperialism*. Toronto: Women's Press.
- Namaste, Viviane. 2009. "Undoing Theory: The 'Transgender Question' and the Epistemic Violence of Anglo-American Feminist Theory". *Hypatia* 24 (3):11-32.
- Noble, Bobby J. 2005. "Strange Sisters and Boy Kings: Post-Queer Trans-Gendered Bodies in Performance". *Canadian Woman Studies* 24 (2/3):164-170.
- Walker, Lisa M. 1993. "How to Recognize a Lesbian: The Cultural Politics of Looking like What You Are". *Signs* 18 (4):866-890.

**4. September 28 QUESTIONS OF DIFFERENCE**

- CombaheeRiverCollective. [1977] 1997. "A Black Feminist Statement". In *The Second Wave: A Reader in Feminist Theory*, edited by L. Nicholson. New York: Routledge. Pp63-70
- Mohanty, Chandra Talpade. 2003. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Durham and London: Duke University Press. Chapter entitled 'Under Western Eyes: Scholarship and Colonial Discourses'. Pp17-42
- LaRocque, Emma. 2007. "Métis and Feminist: Ethical Reflections on Feminism, Human Rights & Decolonization". In *Making Space for Indigenous Feminisms*, edited by J. Green. Black Point, Nova Scotia: Fernwood Publishing. Pp53-71

Supplemental readings:

- hooks, bell. 2000. *Feminist Theory: From Margin to Centre*. Boston: South End Press.
- Smith, Andrea. 1999. "Sexual Violence and American Indian Genocide". In *Remembering Conquest: Feminist/Womanist Perspectives on Religion, Colonization and Sexual Violence*, edited by N. L. a. M. Fortune. Binghamton: Haworth Press.
- Valdes, Francisco. 1995. "Sex and Race in Queer Legal Culture: Ruminations on Identities and Inter-Connectivities". *California Law Review* 5 (25).

**5. October 5 INTERSECTIONS OF DIFFERENCE**

- Hancock, Ange-Marie. 2007. "Intersectionality as a Normative and Empirical Paradigm". *Politics & Gender* 3 (2):248-54.
- Crenshaw, Kimberle. 1997. Intersectionality and Identity Politics: Learning from Violence against Women of Colour. In *Reconstructing Political Theory: Feminist Perspectives*, edited by M. L. Shanley and U. Narayan. University Park, Pennsylvania: Pennsylvania State University Press. Pp178-193
- Hampton, Mary, Carrie Bourassa, and Kim McKay-McNab. 2004. "Racism, Sexism, and Colonialism: The Impact on the Health of Aboriginal Women in Canada". *Canadian Woman Studies* 24 (1):23-29.
- Demas, Doreen. 2009. "Triple Jeopardy: Aboriginal Women with Disabilities". In *First Voices: An Aboriginal Women's Reader*, edited by P. A. Monture and P. D. McGuire. Toronto: Inanna Publications & Education.

Supplemental readings:

- Hankivsky, Olena, and R. Cormier. 2008. Intersectionality: Moving Women's Health Research and Policy Forward. Vancouver, B.C.: Women's Health Research Network.

- Hancock, Ange-Marie. 2007. "Intersectionality as a Normative and Empirical Paradigm". *Politics & Gender* 3 (2):248-54.
- McCall, Leslie. 2005. The Complexity of Intersectionality. *Signs: Journal of Women in Culture and Society* 30 (31):1771-802.

**6. October 12 INTERSECTIONS OF DIFFERENCE CASE STUDY:  
INDIGENOUS WOMEN**

- Kuokkanen, Rauna. 2008. "Globalization as Racialized, Sexualized Violence". *International Feminist Journal of Politics* 10 (2):216-33.
- Monture-Angus, Patricia. 1999. Standing Against Canadian Law: Naming Omissions of Race, Culture and Gender. In *Locating Law: Race/Class/Gender Connections*, edited by E. Cormack. Halifax: Fernwood Publishing. P76-97

Supplemental readings:

- Lawrence, Bonita. 2004. *'Real' Indians and Others: Mixed Blood Urban Native Peoples and Indigenous Nationhood*. Lincoln: University of Nebraska Press.
- Razack, Sherene. 2002. "Gendered Racial Violence and Spatialized Justice: The Murder of Pamela George". In *Race, Space and the Law: Unmapping a White Settler Society*, edited by S. Razack. Toronto: Between the Lines. P121-156
- Smith, Andrea. 2005. Native American Feminism, Sovereignty, and Social Change. *Feminist Studies* 31 (1):116-32.

**7. October 19 WHAT, IF ANYTHING, CONNECTS WOMEN?**

- Ferguson, Michael L. 2007. "Sharing without Knowing: Collective Identity in Feminist and Democratic Theory". *Hypatia* 22 (4):30-45.
- Young, Iris Marion. 1994. Gender as Seriality: Thinking about Women as a Social Collective. *Signs: A Journal for Women in Culture and Society* 19 (3):713-738.

Supplemental readings:

- Beckwith, Karen. 2005. "A Common Language of Gender?" *Politics and Gender* 1 (1):128-137.
- Monture-Angus, Patricia. 1995. *Thunder in my Soul: A Mohawk Woman Speaks*. Halifax: Fernwood Publishing.
- Narayan, Uma. 2000. "Essence of Culture and a Sense of History: A Feminist Critique of Cultural Essentialism". In *Decentering the Center: Philosophy for A Multicultural, Postcolonial, and Feminist World*, edited by U. Narayan and S. Harding. Bloomington and Indianapolis: Indiana University Press.

**CONTEMPORARY TOPICS OF GENDER POLITICS**

**8. October 26 GENDER POLITICS ON UNIVERSITY CAMPUSES:  
'PRACTICING FEMINISM' ASSIGNMENT DUE (written  
assignment & in-class presentation)**

**NOTE:** These readings are not in the CP, but available through the UFV library.

- Mihesuah, Devon A. 2006. "Indigenizing the Academy: Keynote Talk at the Sixth Annual American Indian Studies Consortium Conference, Arizona State University, February 10-11, 2005". *Wicazo Sa Review* 21 (1):127-138.
- Burgess, Allison. 2005. "Queering Heterosexual Spaces: Positive Space Campaigns Disrupting Campus Heteronormativity". *Canadian Woman Studies* 24 (2/3):27-30.
- Murphy, Michael. 2010. "An Open Letter to the Organizers, Presenters and Attendees of the First National Conference for Campus Based Men's Gender Equality & Anti-Violence Groups". *The Journal of Men's Studies* 18 (1):103-108.

Benson, Donna J., and Gregg E. Thomson. 1982. "Sexual Harassment on a University Campus: The Confluence of Authority Relations, Sexual Interest and Gender Stratification". *Social Problems* 29 (3):236-251.

Supplemental readings:

Walton, Gerald. 2009. "Homophobia, heterosexism, and heteronormativity in school". In *Canadian Perspectives on the Sociology of Education*, edited by C. Levine-Rasky. London: Oxford University Press.

Kuokkanen, Rauna. 2007. *Reshaping the University: Responsibility, Indigenous Epistemes, and the Logic of Gift*. Vancouver: UBC Press.

Mihesuah, Devon Abbott, and Angela Cavender Wilson, eds. 2004. *Indigenizing the Academy: Transforming Scholarship and Empowering Communities*. Lincoln and London: University of Nebraska Press.

**9. November 2 ISSUES OF PRIVILEGE**

Kahane, David. 1998. "Male Feminism as Oxymoron". In *Men Doing Feminism*, edited by T. Digby. New York and London: Routledge. Pp213-235

McIntosh, Peggy. 1995. "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondence Through Work in Women's Studies". In *Race, Class and Gender: An Anthology*, edited by M. Anderson and P. H. Collins. London: Wadsworth Publishing Co. Pp76-87

Yuval-Davis, Nira. 1992. "The (Dis)Comfort of Being 'Hetero'". *Feminism & Psychology* 2:438-439.

Supplemental readings:

Baker, Emerence. 2008. "Locating Ourselves in the Place of Creation". *Canadian Woman Studies* 26 (3/4):15-20.

Hurtado, Aido. 1989. "Relating to Privilege: Seduction and Rejection in the Subordination of White Women and Women of Colour". *Signs* 14 (4):833-55.

Green, Joyce. 2007. "Taking Account of Aboriginal Feminism". In *Making Space for Indigenous Feminism*, edited by J. Green. Black Point, Nova Scotia: Fernwood Publishing. P20-32

Pharr, Suzanne. 2003. "Homophobia: A Weapon of Sexism". In *Oppression, Privilege & Resistance*, edited by L. Heldke and P. O'Connor. New York: McGraw Hill.

**10. November 9 GENDER & WORK**

Trumper, Ricardo, and Lloyd L. Wong. 2007. "Canada's Guest Workers: Racialized, Gendered, and Flexible". In *Race & Racism in 21st Century Canada: Continuity, Complexity, and Change*, edited by S. P. Hier and B. S. Bolaria. Peterborough: Broadview Press. Pp151-173

Doyle-Bedwell, Patti. 2008. "With the Appropriate Qualifications". *Canadian Woman Studies* 26 (3/4):77-89.

Broadus, Kylar W. 2006. "The Evolution of Employment Discrimination Protections for Transgender People". In *Transgender Rights*, edited by P. Currah, R. M. Juang and S. P. Minter. Minneapolis: University of Minnesota Press. Pp93-101

Supplemental readings:

Hartmann, Heidi. 1997. "The Unhappy Marriage of Marxism and Feminism". In *The Second Wave: A Reader in Feminist Theory*, edited by L. Nicholson. New York and London: Routledge.

John D'Emilio. "Capitalism and Gay Identity" in Henry Abelove (eds.) *The Lesbian and*

- Gay Studies Reader*, (New York: Routledge, 1993) pp. 467-75.
- Mohanty, Chandra Talpade. 1997. "Women Workers and Capitalist Scripts: Ideologies of Domination, Common Interests, and the Politics of Solidarity. In *Feminist Genealogies, Colonial Legacies, Democratic Futures*, edited by M. J. Alexander and C. T. Mohanty. New York & London: Routledge.
- Sullivan, Barbara. 2003. "Trafficking in Women: Feminism and New International Law". *International Feminist Journal of Politics* 5 (1):67-91.

#### **11. November 16 THE GENDERED STATE**

- Smith, Miriam. 2007. "Queering Public Policy: A Canadian Perspective". In *Critical Policy Studies*, edited by M. Orsini and M. Smith. Vancouver: UBC Press. Pp91-109
- Trimble, Linda, and Manon Tremblay. 2003. "Women Politicians in Canada's Parliament and Legislatures, 1917-2000: A Socio-demographic Profile". In *Women and Electoral Politics in Canada*, edited by M. Tremblay and L. Trimble. Don Mills, Ontario: Oxford University Press. Pp37-58

#### Supplemental readings:

- Brown, Wendy. 1995. *States of Injury: Power and Freedom in Late Modernity*. Princeton: Princeton University Press.
- Collier, Cheryl N. 2009. "Violence against Women or Violence against 'People'? Neo-Liberalism, 'Post-neo-liberalism', and Anti-Violence Policy in Ontario & British Columbia". In *Women & Public Policy in Canada: Neo-liberalism and After?*, edited by A. Dobrowolsky. Don Mills, Ontario: Oxford University Press.
- Harder, Lois. 2009. "Intimate Relationships and the Canadian State". In *Women & Public Policy in Canada: Neo-Liberalism & After?*, edited by A. Dobrowolsky. Don Mills, Ontario: Oxford University Press. Pp187-204
- James, Matt. 2006. Do campaigns for historical redress erode the Canadian welfare state? In *Multiculturalism and the Welfare State: Recognition and Redistribution in Contemporary Democracies*, edited by K. Banting and W. Kymlicka. Oxford: Oxford University Press. Pp222-246
- Matthews, J. Scott. 2005. "The Political Foundations of Support for Same-Sex Marriage in Canada". *Canadian Journal of Political Science* 38 (4):841-866.

#### **12. November 23 ESSAY PROPOSALS DUE & GENDERED RACISM IN THE POST 9-11 ERA**

- Barker, Isabelle V. 2009. "(Re)Producing American Soldiers in an Age of Empire". *Politics & Gender* 5 (2):211-235.
- Razack, Sherene. 2008. *Casting Out: The Eviction of Muslims from Western Law and Politics*. Toronto: University of Toronto Press. Chapter on 'The Muslims Are Coming: The Sharia Debate in Canada'. pp 145-173

#### Supplemental readings:

- Arat-Koc, Sedaf. 2005. "The Disciplinary Boundaries of Canadian Identity after September 11: Civilizational Identity, Multiculturalism and the Challenge of Anti-Imperialist Feminism". *Social Justice* 32 (4):32-49.
- Alvi, Sajida Sultana, Homa Hoodfar, and Sheila McDonough, eds. 2003. *The Muslim Veil in North America*. Toronto: Women's Press.
- Mamdani, Mahmood. 2004. *Good Muslim, Bad Muslim: America, the Cold War, and the Roots of Terror*. New York: Three Leaves Press, Doubleday.

#### **13. November 30 ESSAY'S DUE & PREPARING FOR THE EXAM**

## **Course Policies** (*Please read the following notes very carefully before week 2*)

### **Expectations**

- Your marked assignments will be returned to you in a timely fashion.
- If you are unsure how to document your work or if you have any questions about the lectures, readings, and issues discussed in class or assignment expectations, *please come and see me*. I will do my utmost to respond promptly to your concerns.
- All assignments should be handed to me *at the start of class*.
- I will be using power point during the lectures. These are outlines and not adequate for study or research purposes alone. The lectures and readings are essential aspects of the course. You do not need to copy down every word on these slides.
- Please be advised that I will not discuss the course or your performance in the course with your parents or any other advocates.

### **Late Policy & Absences**

- As you are ultimately responsible for your own learning, if you are absent from class on a given day, you are still responsible for any material covered as well as any handouts, assignments discussed, videos presented, guest lecturers, etc. Please follow the course outline and stay on top of your assignments.
- Late essays will be penalized 2.5% per day (including weekends). Essay extensions will be granted only in cases of illness or personal tragedy and not because of academic or employment conflicts or workload. All extensions will require a note from a doctor or another authority that can vouch for your circumstances. Extensions will **NOT** be given in the event of computer problems or software incompatibility.
- Assignments submitted 7 days after the due deadline will not be marked, unless an extension has been granted in writing by the instructor.
- Students will be excused from exams only in the instance of illness or a grave family emergency. In such cases, make up exams will be scheduled, as long as a doctor's note is provided. Absences from exams will not be permitted for any other reason, including work conflicts.
- You must be available to write the final exam in the allotted slot at the end of term. Do not make any other commitments until the university has announced the final exam schedule. Conflicts with other exams must be brought to the attention of the instructor by the last class.

### **Electronic etiquette in the classroom**

- All cell phones are to be turned off at the start of class, except with the permission of the instructor in the event of emergency situations. Please do not text messages or check your voice mail during lectures; do not use your laptop in class unless it is directly required for the course; and do not listen to portable music players in class. Students who fail to abide by these rules will be asked to leave the class.

### **University Support & Policies**

- The University of the Fraser Valley is committed to providing an environment supportive of working, teaching, scholarship and research, and the fair treatment of all members of the university community. The basis for interaction among all members of the university is mutual respect, co-operation and understanding.
- Please be aware that academic and personal support is available from various units at UFV including Aboriginal Access Services, Disability Services, and Student Services. Information can be found on the web.
- All cases of cheating will be reported to the Director of Student Services and a grade of zero will be awarded for the assignment. Please consult the University policy.

- Plagiarism occurs when paragraphs, phrases, sentences or ideas within the work are taken from another source without referencing or citing the author. Make sure you reference or cite work by someone else! UFV’s policy regarding Student Conduct and Plagiarism can be viewed at [www.ufv.ca/studentaffairs.htm](http://www.ufv.ca/studentaffairs.htm).
- Test and assignment grades may be appealed. See the university policy manual for appeal process. The grading process will start anew. It is possible that the revised grade will be lower than the original; the second grade will be final.
- Any changes to your status in the course after final withdraw dates must be made through the Office of Student Services. Please be aware of official withdrawal dates. If you need to withdraw from a course and don’t want a “W” grade on your transcript, you need to do it before the UFV assigned deadline (check the current UFV calendar for the exact date each term). If you withdraw after that date, a “W” will appear on your transcript. If you don’t withdraw formally, you will be assigned an NC (no credit) grade.

## Guidelines for Grading

A+ = 90%+ A = 85-89% A- = 80-84%	EXCELLENT	Evidence of original thought, and exceptional writing skills (i.e. superior composition and no grammatical errors or typos)
B+ = 77-79% B = 73-76% B- = 70-72%	GOOD	Mastery of material and solid writing skills (i.e. good syntax and no more than one or two typos)
C+ = 67-69% C = 63-66% C- = 60-62%	SATISFACTORY*	Clear understanding of material and adequate writing skills (less than five typos, grammatical errors and or awkward sentences)
P = 50-59%	UNSATISFACTORY	Limited understanding of material and/or deficient writing skills (i.e. awkward syntax and or frequent errors)
F = below 50%	INADEQUATE	Misunderstanding of material and or unacceptable writing skills (i.e. terrible syntax and copious errors)

**\*NOTE:** The UFV calendar describes grades in the C range as “average.”

**The conversion of numeric grades to letter grades at the end of the course will also be made according to this chart.**