



**Carleton**  
UNIVERSITY

Canada's Capital University

Week

GINS 4090F

# **ADDRESSING GENDER-BASED VIOLENCE RISKS IN GLOBAL PRIVATE SECTOR BUSINESS OPERATIONS**

WINTER 2022

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Dr. Dean Laplonge

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Email: [deanlaplonge@cunet.carleton.ca](mailto:deanlaplonge@cunet.carleton.ca)

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Telephone: EXT 3360

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Office: Room 2127 Dutton Tower

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Office Hours: Mondays 1:00PM – 3:00PM and Fridays 3:00PM – 4:30PM

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\*\* It is recommended that you book an appointment in advance. You can contact the Instructor via email or use the sign-up form on the door of the Instructor's room. Remote and in-person appointments are available.

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Honours Seminar for the BA in GLOBAL AND INTERNATIONAL STUDIES  
Kroeger College of Public Affairs, Carleton University

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SEMINAR TIMES: Friday 11.35AM – 2:25PM

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First class in on Friday 14<sup>th</sup> January. Last class is on Friday 8<sup>th</sup> April.

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\*\* Please note that for some weeks, there will be an additional online session which will typically be run on the Thursday evening. This is to accommodate the different time zones for external guests who are participating in the interactive activities, especially those who live in the Asia-Pacific region. For those weeks when this occurs, the Friday seminar session will finish earlier to account for the time spent in the online session.

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Session Location: Room 340 Tory Building

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## **SEMINAR SUMMARY**

In development projects which they fund, governments and international investors are increasingly requiring that businesses address the risks of gender-based violence (GBV). These risks include workplace sexual harassment, domestic violence affecting workers, and sexual exploitation of populations affected by the business' operations. Efforts to progress this fairly new requirement have made good use of knowledge and tools from the GBV work that has been undertaken in humanitarian and emergency contexts. But the business world is a very different environment that requires very different approaches to GBV risks. In this seminar, students will learn about GBV risks in private sector development projects, study tools that have been made available to help businesses address these risks, and engage critically with the work of GBV risk management in the private sector. We will consider how to deal with dominant gendered systems and practices in business that help create and sustain the very GBV risks that are now being given so much attention. At the end of the course, students will have an advanced understanding of how to manage GBV risks in private sector development projects, opening up opportunities to work in this expanding field.

## LEARNING FORMAT

This class will be taught using a combination of online and in person sessions. Seminar classes will include opportunities for remote interactions with GBV professionals from around the globe, activities and discussions on the weekly topics and readings, analyses of GBV tools that have been designed for use in the private sector, and other activities designed to provide opportunities for sharing ideas about key issues related to the management of GBV risks in workplaces and business-affected communities. Regular attendance in person is required. It is expected you will have completed the assigned weekly readings and prepared for any in-class activities each week. Please note that a Zoom link has been provided for each session. We will use these weekly Zoom links for guests and any online class sessions.

## EXPECTED LEARNING OUTCOMES

As a result of completing this seminar course, you can hope to acquire the following knowledge and skills:

- An understanding of how GBV is being approached and managed as a risk to business operations.
- Knowledge of work that has already been completed to help businesses manage GBV risks that exist or emerge in their workplaces and in communities affected by their operations.
- Knowledge of how to ensure GBV risk management undertaken by businesses is conducted in a safe and ethical manner, to ensure a “Do No Harm” approach is taken and to promote better outcomes for populations at risk of business-related GBV and for survivors of business-related GBV.
- An ability to adopt a critical perspective towards the systems and practices of GBV risk management in the private sector.
- Readiness to enter into the professional space of supporting businesses to manage GBV risks.

## REQUIRED TEXTS

Assigned readings are listed in the SEMINAR WEEKLY SCHEDULE. Unless otherwise stated, you are expected to study all the readings listed for a particular week. In many cases, however, you can select one or two from a longer list...or read all if you want to! All readings can be accessed through Brightspace. You should ensure you have access to the Brightspace page for the seminar by the start of Week 1. Where readings and other learning resources are publicly available, website links have been provided.

## EVALUATION

Evaluation for this seminar course is based on the following required elements:

1. Article Review	10%	Due by 4 March
2. Critical Engagement	30%	Task 1 due on Friday of assigned week Task 2 due by Wednesday of assigned week Task 3 due by Monday after assigned week
3. Main Assignment	50%	Proposal (10%) due by 4 February Draft (20%) due by 25 February Final (20%) due by 20 April
4. Attendance and Participation	10%	

## ***1. Article Review***

For this assignment, you will need to select one of the readings assigned in weeks 1 through 6. The review should be no more than 500 words. It should provide a succinct summary of the main points of the article AND some critical engagement with these main points. Critical engagement means that you are able to identify and explain how the main points might be expanded or challenged by referring to other research or work that the authors have not included or have not sufficiently considered in their article.

## ***2. Critical Engagement***

This assignment requires that you dig deeper into an assigned weekly topic (through analysis) and encourage new thinking on this topic (through class activities and questions). For this assignment, there are three tasks. You will be assigned a weekly topic, commencing from Week 4.

### Task 1: Run a 15-minute in-class activity to engage other students on the weekly topic (15%)

Prepare and run a short, interactive, and fun activity that aims to teach your fellow students more about a particular aspect of your assigned weekly topic. Your activity could be a game, a rapid challenge, a quiz, or any other form of activity that encourages in-class participation. The emphasis here is on making the activity interactive and fun, as well as informative – so, please keep these aspects in mind when planning and running your activity. Your activity will be judged based on its relevance to the weekly topic, creativity, and how well it encourages learning and new knowledge on the weekly topic for other students. After participating in your activity, your fellow students will be asked to comment in confidence and anonymously on your activity; and these comments will be factored into the assignment of your grade for this task.

### Task 2: Submit four (4) questions related to your weekly topic (5%)

Each question should encourage us to further explore the weekly topic through discussion and debate. The questions should seek information about your weekly topic that you have not been able to answer thoroughly through your research; and encourage a discussion that you think is important. Some of your submitted questions may be used during the class.

### Task 3: Provide a written response to and engagement with your assigned weekly topic (10%)

This paper should be no more than three (5) pages in length (double-spaced with 12-point font). While it should show that you have completed the assigned readings for your weekly topic, it needs to offer more than a summary of these readings. It should:

- refer to other literature on the topic that you have read and analyzed;
- explain how the research you completed helped your group to build their in-class activity; and,
- provide some reflections on how effective your in-class activity was in terms of motivating learning on GBV risks and how it might have been improved.

## ***Main Assignment***

For the main assignment, you can choose to write a research paper OR create a business tool.

Research Paper: A 20-page (double spaced with 12-point font) academic essay that shows new thinking about a particular weekly topic or an issue that has been discussed in the seminar course. The research paper should offer a more substantial critical engagement with the topic or issue than is expected in the critical review paper. You will need to show evidence of having completed independent research that includes readings beyond those assigned for the seminar course.

- Main assignment proposal: You will write a two (2) page proposal (double spaced, with 12-point font) that outlines your hypothesis or thesis statement, and summarizes the main issues you intend to consider in your research paper. In this proposal, you will also provide a paragraph-by-paragraph structure for your research paper, as well as a list of articles and other materials you intend to study to inform your paper.

- Main assignment draft: You will expand on the structure you provided in your proposal, to provide a draft of the main body of your research paper. Your hypothesis or thesis statement will serve as the introduction to the paper for this draft version. You do not need to write a full introduction for the draft. Also, you do not need a conclusion paragraph at this stage, but you should be able to provide a few lines that indicate the overall findings of your research to date.
- Main assignment final version: You will respond to feedback you have received on your draft and address any areas identified as needing extra work or thought. Your final assignment is expected to be significantly different from your draft and should show clear evidence of having completed additional research to strengthen your argument and findings.

**Business Tool.** A practical tool that will help businesses undertake a particular aspect of GBV risk management. The tool can be something that businesses can use to identify GBV risks, develop their approach to responding to identified GBV risks, undertake GBV prevention in workplaces or project-affected communities, or improve their readiness to respond to GBV incidents safely. The tool should be practical and targeted. It should be something that a person who is not a GBV expert but who works on GBV risks in their business could easily and ethically use.

\*\* NOTE: Completed tools that are graded as B or above may be adapted or used as is, and made freely available in the public domain for businesses to use.

- Main assignment proposal: You will first write a two (2) page proposal (double spaced, with 12-point font) that explains what the tool will do and how it will be used. In this proposal, you will also explain why the tool will benefit the overall practice of GBV risk management by business.
- Main assignment draft: You will create a draft of your tool in a format that is ready to be used. You will include a 500-word exegesis that explains:
  - a. the reason you have chosen to create this tool;
  - b. why you think this will be an important tool for supporting GBV risk management; and,
  - c. how you expect it will help a business to manage GBV risks in its workplace or project-affected communities.

You will also write clear instructions targeting a business audience on how to use the tool. You will partner with an external professional to pilot your tool with a business. Assistance will be provided in making this partnership connection.

- Main assignment final version: Based on the feedback you receive from the pilot, you will make significant adjustments to your tool to ensure it is something that can be used by a business independently of any external support to help them complete a specific aspect of GBV risk management. This means ensuring the tool is in a user-friendly format, includes easy-to-follow instructions, and is clear on what the outcomes and benefits will be for businesses that use this tool. You will partner with a professional designer to ensure your tool is presented in a suitable format. Assistance will be provided in making this professional connection. In addition, you will need to submit a second 500-word exegesis in which you explain why this tool is important, how it will benefit the overall management of GBV risks in the private sector, and how you are sure it is a tool that can be used by business in a manner that does no harm to populations at risk of experiencing GBV related to business projects.

### ***Attendance and Participation***

An attendance record will be taken in all in-person sessions. Your grade will also be determined by how much you contribute to in-class discussions and activities, including interactions with guests.

## ***Grading***

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is shown in the table below.

<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>	<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the Course Instructor subject to the approval of the Faculty Dean. This means that grades submitted by an Instructor may be subject to revision. No grades are final until they have been approved by the Dean.

## ***Submitting Assignments***

All written assignments are to be submitted via Brightspace. Assignments will be commented on in Brightspace. Grades and feedback will not be conveyed via email. You can request an appointment with the Instructor to discuss feedback.

Late assignments will receive a -5% deduction for the first day and -5% per day thereafter. Weekends count as one day. Barring exceptional circumstances, assignments will not be accepted more than three (3) days after the original deadline.

Students are not entitled to extensions on assignments. Extensions are granted solely at the discretion of the Instructor. While medical notes, appeals from the Registrar, etc., may be considered, please note that extensions are not guaranteed and will only be granted in the most exceptional circumstances. No extensions will be permitted for the main assignment final version.

## **SELF CARE, MUTUAL CARE AND SEEKING SUPPORT**

Working on, reading about and discussing GBV can generate a range of emotions in people. I have worked in the field for more than two decades, and yet still there are times when I need to step away to take care of myself. The stories can be so painful and the needs of GBV survivors can be so overwhelming. I am always aware that caring for myself is an important part of my work. I know that I cannot continue to contribute to the prevention of and responses to GBV incidents if I am emotionally unwell. Throughout this seminar course, we will make every effort to create a mutually caring and respectful environment where we can all learn more about GBV and where we can strive to create work that will benefit us, GBV practitioners and GBV survivors. We will have regular check-ins. We will learn some self-care good practices. I encourage you to pay attention to how our focus on this topic may be affecting your personal wellbeing. GBV work is extremely challenging, so please take care of yourself and your colleagues throughout this seminar course. Equally, GBV work is extremely rewarding, so please enjoy the academic and personal journey you will take over the next few months.

If you feel anxious at any point during one of the in-person classes, take five minutes out and/or speak to me if you want to. If you want to discuss any issues on private, you can also contact any of these services for support:

[Carleton University Department of Equity and Inclusive Communities](#)

[Carleton University Health and Counselling Services](#)

# SEMINAR WEEKLY SCHEDULE

The following journals are important to academic work on gender issues in the workplace and gender-based violence. Please try to read more broadly in these two fields of study ... whenever you have some free time!

- [Gender, Work & Organization](#)
- [Journal of Gender-Based Violence](#)
- [Violence and Gender](#)

The following books will provide you with some context for how gender is understood and approached in this course. These are not required readings, but will enhance your studies.

- Butler, J. (2006). *Gender Trouble: Feminism and the Subversion of Identity*. Routledge.
- Fine, C. (2011). *Delusions of Gender: How Our Minds, Society, and Neurosexism Create Difference*. W. W. Norton & Company.

## KEY TO WEEKLY CONTENT

ACTIVITY	Most weeks, there will be an in-class activity that will run for about 40 minutes at the start of the session. These activities will provide opportunities to engage with external professionals who work in the GBV field.
READINGS	Unless indicated otherwise, you are expected to have read all readings before the weekly session.
TOOLS	These will be studied in class, but it will help if you are familiar with them prior to the session.
MEDIA	While not mandatory, these videos, webinars, podcasts etc. will help improve your learning on the weekly topic.

To access the weekly readings, tools and media, you can click on the hyperlinks where available. Where there is a hyperlink, this indicates that the material exists in the public domain. Journal articles and book chapters can be accessed through Brightspace. You should ensure you have access to the Brightspace page for the seminar course by the start of Week 1. Please let the Instructor know well in advance if any of the hyperlinks are not working or if journal articles are missing from Brightspace.

## WEEK 1 (Jan 14) INTRODUCTION TO GENDER-BASED VIOLENCE

In this first week, we will explore what we mean by 'gender-based violence'. What kinds of behaviours constitute GBV? What are the root causes, contributing factors and consequences of these behaviours? What populations are most at risk of experiencing GBV? What populations are most at risk of perpetrating GBV? How do people typically respond when they experience GBV? GBV is prevalent in all societies, in all workplaces and in all communities. Why is this? If gender is a social construction, something that can and does change across time and cultures, why is the use of violence to protect (artificially) created gender norms and roles so widespread – and, in some cases, so normalised? While doing this foundational work, we must take some time to ensure we create a safe space in which we can all discuss GBV without fear of 'getting it wrong', without judgement, with mutual care and support, with empathy, and with the knowledge that nobody is immune from experiencing *or* perpetrating some type of violence that expresses how we understand and feel about gender. Working in the field of GBV – whether as a humanitarian aid worker or in a business environment – is difficult work. GBV practitioners and professionals are

regularly exposed to stories about people who have experienced horrific forms of GBV. They often come into direct contact with survivors who are seeking support; and often support that we cannot offer. GBV practitioners may have to face perpetrators, who also want to share stories of the abuse they have inflicted on others. At times, GBV practitioners can become the target of GBV by people who seek to disrupt their work or punish them for attempting to change established gender norms and practices. And so, during this first week, we will also look at ways we can apply self-care. But, we will engage critically with a discourse of self care that promotes “resilience” and that locates the possibility and responsibility of care at the level of the individual rather than the organization or institution where the individual does the GBV work.

ACTIVITY	Selfcare workshop # 1 with <a href="#">Marisa Garreffa</a> , a Florence-based performance artist, who uses traditions of oral storytelling, woven with memory, poetry, and contemporary mythologies of her-self, to give voice to complex interactions between gender violence, mental illness, mental health, and generational inheritance of grief.
READINGS	Dlamini. N. J. (2020). ‘Gender-based violence, twin pandemic to COVID-19’, <i>Critical Sociology</i> , 47(4-5): 583 - 590.  Ebru C., Spencer, M., Billings, D., Hilfinger Messias, D., Robillard, A. & Cunningham, T. (2020). “‘The only way we’ll be successful’”: Organizational factors that influence psychosocial well-being and self-care among advocates working to address gender-based violence’, <i>Journal of Interpersonal Violence</i> : 1 - 29.  Eme, R. (2014). ‘Is serious physical violence almost exclusively male?’ <i>Violence and Gender</i> , 1(2): 90 - 93.  World Health Organization (2021a), <i>Violence against Women</i> .  ---. (2021b), <i>Understanding and addressing violence against women</i> . (Read all the information sheets).
MEDIA	<a href="#">LGBTQ2+ Youth &amp; Gender-Based Violence</a> <a href="#">UNFPA video against gender violence</a> <a href="#">Psychological and Economic Gender-Based Violence</a> <a href="#">Inspiration: What is Gender Based Violence</a> <a href="#">The effects of COVID-19 on gender-based violence</a> <a href="#">Gender Inequality &amp; Domestic Violence</a>
TOOLS	Gender-Based Violence Information Management System (GBVIMS), <a href="#">GBV Classification Tool</a> .

**WEEK 2 (Jan 21) INTRODUCTION TO THE MANAGEMENT OF GBV RISKS IN THE PRIVATE SECTOR**

What does the practical management of GBV look like from a business perspective? Firstly, we will consider the different frameworks in which a business can respond to GBV risks that exist or emerge because of its operations. GBV can be considered an issue that requires attention from a human rights perspective. A business could consider GBV an important issue to address because it can see the negative impacts GBV has on its workers, reputation and profitability. In some countries, a business may be legally obligated to address certain kinds of GBV risks, especially sexual harassment in the workplace. Once the business has decided on a framework, how does its management of GBV risks work in practice? How are businesses being required or guided by external parties (governments, investors, stakeholders, GBV practitioners etc.) to consider – and respond to – the GBV risks that exist in their workplaces, in their supply chains, and in communities and populations impacted by their operations? And importantly, are these requirements and guidance good practice?

ACTIVITY	Roundtable Q&A with people who are currently in senior roles in their respective organizations and who are directly impacting the way businesses are expected to respond to GBV risks: Atia Byll-Cataria (MIGA), Andrea Cullinan (IFC), Marta Juhasz (FMO), Sarah Rucks (EBRD) and Emily Wood (PIDG).
READINGS	Arend, E. (2011). <a href="#"><i>International Financial Institutions (IFIs) and Gender Based Violence (GBV): A Primer.</i></a>  CDC, European Bank for Reconstruction and Development (EBRD) and International Finance Corporation (IFC) (2019), <a href="#"><i>Addressing Gender-Based Violence and Harassment: Emerging Good Practice for the Private Sector</i></a> – Chapters 3 & 4.  Davis, C. (2020). ‘How the private sector can address the issue of gender-based violence’, <i>African Safety Promotion - A Journal of Injury and Violence Prevention</i> , 18(1): 106 - 115.
TOOLS	USAID (2014), <a href="#"><i>Toolkit for Integrating GBV Prevention and Response into Economic Growth Projects</i></a> – Part 4.  Criterion Institute (n.d.). <a href="#"><i>Audiences Roadmap: Financing the Reduction of Gender-Based Violence Through a Private Investors’ Lens.</i></a>  --- (n.d.). <a href="#"><i>Incorporating a Gender-Based Violence Lens in Development Finance Institutions and Multilateral Development Banks’ Infrastructure Investment.</i></a>  UNICEF & Criterion Institute (2020). <a href="#"><i>Mitigating the Risks of Gender-Based Violence: A Due Diligence Guide for Investing.</i></a>
MEDIA	Svarer, C. (2021). ‘ <a href="#">The urgency of private-sector action on gender-based violence takeaways from a panel conversation during the 2021 Generation Equality Forum.</a> ’ Blog post on Business for Social Responsibility (BSR) website. Posted August 10, 2021.  Webinar: <a href="#">Addressing Gender Based Violence and Harassment - Emerging Guidance for the Private Sector.</a>  Webinar: <a href="#">Engaging the private sector to prevent and address VAW.</a>  Recording: <a href="#">From Intent to Action – Using Finance to Address Gender-Based Violence.</a>

### **WEEK 3 (Jan 28)      PREVENTING GBV IN WORKPLACES**

What works to help prevent incidents of *quid pro quo* sexual harassment, verbal abuse, sexual exploitation and other forms of violence and harassment in workplaces? What kinds of behaviours should businesses actually be trying to prevent? And what kinds of locations constitute ‘the workplace’ today? This week, we will think about what businesses need to do if they want to make *genuine* efforts to address GBV risks in their workplaces. We will also ask some tough questions that risk disrupting efforts to prevent sexual harassment in workplaces. Is there now an established business of helping businesses prevent GBV affecting their workers? Is this business itself locked in its own paradigms and norms? To what extent do those who work in the business of prevention of GBV in workplaces actually benefit (especially financially) from the presence of sexual harassment in workplaces?

ACTIVITY	Presentation and Q&A session with from Jane Pilinger on efforts of the International Labour Organization (ILO) to bring workplace violence and harassment to the attention of governments and business; and her experience in good practice prevention of workplace GBV.
READINGS	Ahmed, N. (2018). ‘ <a href="#">Wall Street is adding a new “Weinstein Clause” before making deals.</a> ’ Bloomberg.  Brewis, J. (2011). ‘Foucault, politics and organizations: (Re)-Constructing sexual harassment’, <i>Gender, Work and Organization</i> , 8(1): 37 - 60.



CDC, European Bank for Reconstruction and Development (EBRD) and International Finance Corporation (IFC) (2019), [\*Addressing Gender-Based Violence and Harassment: Emerging Good Practice for the Private Sector\*](#) – Chapter 5.

International Labour Organization (2019), [\*C190 – Violence and Harassment Convention\*](#).

Virtual Knowledge Centre to End Violence against Women and Girls (2020), [\*World of Work\*](#).

*Study at least one of these readings:*

Bingham, S. & Scherer, L. (2001). ‘The unexpected effects of a sexual harassment educational program,’ *The Journal of Applied Behavioral Science*, 37(2): 125 - 153.

Perry, E., Kulik, C. & Field, M. (2015). ‘Sexual harassment training: Recommendations to address gaps between the practitioner and research literatures,’ *Human Resource Management*, 48(5): 817 - 837.

#### TOOLS

European Transport Workers’ Federation (2020), [\*Addressing violence and harassment against women in the world of work\*](#).

International Finance Corporation (2020), [\*Write and implement a workplace policy for prevention of sexual harassment\*](#).

Netherlands Enterprise Agency (2020). [\*Violence and Harassment @ Work – A guide for Small and Medium Enterprises to Prevent Violence and Harassment in the Workplace\*](#).

#### MEDIA

ILO (2020). [\*Let’s campaign for the ratification of ILO C190!\*](#)

#### WEEK 4 (Feb 4)

#### RESPONDING TO GBV IN WORKPLACES

Sexual harassment in the workplace is so prevalent that inevitably, especially for business with large workforces, there is going to come a time when they need to respond to a report or known incident. What is current advice on how to do this; and what are businesses actually doing? Good practice methods and techniques for responding to GBV survivors have been developed over many decades, drawing on the experience of GBV practitioners and researchers working in humanitarian and emergency settings across the globe. But are these good practices suitable for businesses? Are they realistic for businesses to implement? The way that a business responds to a GBV incident that occurs in its workplace may be governed by legislation. In these cases, does the legislation itself encourage businesses to respond to incidents in a way that does not align with good practice? A key component of the GBV response methodology for many businesses is the investigation, which may ultimately lead to disciplinary action against perpetrators. To what extent are these kinds of investigations carried out effectively and safely? And for what purpose?

#### ACTIVITY

Presentation and discussion with Shabnam Hameed, Global Lead: Workplace Responses to GBV, Gender and Economic Inclusion Group, International Finance Corporation (World Bank Group).

\*\* This week’s activity will need to take place on the Thursday evening before the in-person session. The Zoom link will be made available in Brightspace ahead of time. The Friday in-person session will finish 45 minutes earlier.

#### READINGS

Cassino, D. & Besen-Cassino, Y. (2019). ‘Race, threat and workplace sexual harassment: The dynamics of harassment in the United States 1997–2016’, *Gender, Work and Organization*, Vol 26: pp. 1221 - 1240.

*Study at least two of these readings:*

Dorfman, W.P., Cobb, T.A. & Cox. R. (2000). ‘Investigations of sexual harassment allegations: Legal means fair—or does it?’, *Human Resource Management*, Vol. 39(1): pp. 33 - 49.

McDonald, P., Charlesworth, S. & Graham T. (2015). 'Developing a framework of effective prevention and response strategies in workplace sexual harassment', *Asia Pacific Journal of Human Resources*, 53: 41 - 58.

Oppenheimer, A. (2004). 'Investigating workplace harassment and discrimination', *Employee Relations Law Journal*, 29(4): 55 - 67.

Rowe, M. (1996). 'Dealing with harassment: A systems approach', in *Sexual Harassment in the Workplace: Perspectives, Frontiers, and Response Strategies*, Margaret Stockdale (ed.), Sage Publications, 241 - 271.

#### TOOLS

International Finance Corporation (2018). [Unlocking Opportunities for Women and Business: A Toolkit of Actions and Strategies for Oil, Gas, and Mining Companies](#)- Tool 4.7.

--- (2020). [How to Support Your Company to Establish and Manage a Worker Grievance Mechanism for Sexual Harassment](#).

Vodafone (2019), [Toolkit on domestic violence and abuse at work: Recognise, respond and refer](#).

#### MEDIA

[Podcast Interview](#) with Jane Pillinger, Open University and Alice Allan, Business Fights Poverty.

### WEEK 5 (Feb 11) CHALLENGING DOMINANT STRUCTURE AND PRACTICES

When you work in a business, it's easy to get caught up in dominant practices. We busily go about our work without having / taking the time to reflect. Working to address GBV risks in business is no different. So, now let's pause for a moment and reflect. Has work to address GBV risks in the private sector been simplified too much? Does it adequately take into consideration wider academic thinking around gender and sexuality? While efforts are being made to ensure greater gender equity in business, including equal opportunities and equal pay for women, are business structures and practices inherently anti gender equality and diversity? To what extent can businesses ever really address the risks of GBV that they themselves create unless they undergo a radical transformation in terms of structure and practices? And what might this transformation look like?

#### READINGS

McCarthy, L. (2017). 'Empowering women through corporate social responsibility: A feminist Foucauldian critique', *Business Ethics Quarterly*, 27(4): 603 - 631.

Mirza, N. & Wilks, L. (2018). 'Reframing agency in abusive contexts: Beyond "free choice" and "open resistance"', *Journal of Gender Based Violence*, 2: 41 - 56.

*Study at least two of these readings:*

Acker, J. (1990). 'Hierarchies, jobs, bodies: A theory of gendered organizations', *Gender & Society*, 4(2): 139 - 158.

Atkinson, K. & Standing, K. (2019). '[Changing the culture? A feminist academic activist critique](#)', *Violence Against Women*, 25(11): 1331 - 1351.

Began, B. & Saunders, S. (2005). 'Occupations of masculinity: Producing gender through what men do and don't do', *Journal of Occupational Science*, 12(3): 161 - 169.

Brunner, L. & Dever, M. (2014). 'Work, bodies and boundaries: Talking sexual harassment in the new economy', *Gender, Work, and Organization*, 21(5): 459 - 470.

Castañeda Camey, I., Sabater, L., Owren, C. & Boyer, A.E. (2020). [Gender-based violence and environment linkages: The violence of inequality](#). Wen, J. (ed.). Gland, Switzerland: International Union for Conservation of Nature and Natural Resources - Select Chapter 2, 3 or 4.

Grosser, K. & Tyler, M. (2020). 'Sexual harassment, sexual violence and CSR: Radical feminist theory and a human rights perspective', *Journal of Business Ethics*: 1 - 16.

Long, J. (2017). '[Not so clear cut: gender-based violence in BC's tree planting industry](#)'. A thesis submitted in partial fulfilment of the requirements for the degree of Masters of Arts in the School of Environmental Studies, University of Ottawa – Especially Chapter 3.

Mumby, D. (1998). 'Organizing men: Power, discourse and the social construction of masculinity(s) in the workplace', *Journal of Communication Theory*, 8(2): 164 - 183.

Simons, P. & Handl, M. (2019). 'Relations of ruling: A feminist critique of the United Nations guiding principles on business and human rights and violence against women in the context of resource extraction', *Canadian Journal of Women and the Law*, 31(1): 113 -150.

#### TOOLS

Criterion Institute (n.d.). [Addressing Gender-Based Violence in Kenya Through Targeted Investments](#).

Business Fights Poverty (2019). [How business can tackle gender based violence in the world of work: A toolkit for action](#)

#### WEEK 6 (Feb 18) PREVENTING GBV IN COMMUNITIES

The operations of a business affect local communities. The term 'affected communities' is commonly used to describe these local communities. Whether it's due to the construction of a new dam or the ongoing primary production of palm oil, the lives of people who reside in communities close to the business will never be the same again. Efforts are often made to limit the impacts a business has on its affected communities, to engage communities in discussions about risks and opportunities, and to ensure there are direct benefits to communities in terms of improvements infrastructure, health, education and employment. This week, we will look at the GBV risks that businesses create when they operate in or near to communities. We will look at the major contributing factors – what is it about a business or its operations that is most likely to introduce increased risks of GBV in affected communities? Through looking at guidance notes and tools, we will study how businesses are being advised to ensure prevention of project-related GBV in affected communities, and what they are actually doing. Again, we have some important critical questions to ask. If the business is responsible for introducing elevated GBV risks into local communities, isn't there a conflict of interest when we also ask them to take responsibility for the prevention of these risks? For development projects, businesses are often reliant on funding and investment from external governments and international banks. What are the GBV prevention responsibilities of these entities, from both ethical and actual perspectives? In privately-run development projects in particular, the promise of economic and social benefits to local communities is often too enticing to turn down. But are local communities made fully aware of the likelihood that GBV incidents will also increase because of the presence of the project? And to what extent does the normalization of gender equality – both in the affected communities and in business practices – mean that GBV sometimes gets seen as an 'acceptable' risk?

#### ACTIVITY

Q&A session with Diana Arango, Senior Gender-Based Violence and Development Specialist with the World Bank Group.

#### READINGS

Arend, E. & Ajinkya, J. (2011). 'The World Bank & Gender Based Violence Case Study: the Democratic Republic of Congo', Gender Justice Women's Rights.

Cane, I., Terbish, A. & Bymbasuren, O. (2014). [Mapping Gender Based Violence and Mining Infrastructure in Mongolian Mining Communities](#). Report written for International Mining for Development Centre.

Maebiru, V., Ryan, S. & Tung, J. (2015). [Dynamics of Child Trafficking and Commercial Sexual Exploitation of Children in Solomon Islands](#) – Chapter 3. Report written for Save The Children.

TOOLS	<p>World Bank (2014). <a href="#"><i>Gender-Based Violence Prevention: Lessons from World Bank Impact Evaluation</i></a>.</p> <p>Australian Government, Department of Foreign Affairs and Trade (DFAT) (2017). <a href="#"><i>DFAT Child Protection Guidance Note – Extractive Industries</i></a>.</p> <p>International Finance Corporation (2018). <a href="#"><i>Unlocking Opportunities for Women and Business: A Toolkit of Actions and Strategies for Oil, Gas, and Mining Companies</i></a> – Tools 4.2 and 4.6.</p> <p>--- (2018). <a href="#"><i>How to Support Your Company to Write and Implement an Employee Code of Conduct for Prevention of Sexual Exploitation and Abuse</i></a>.</p> <p>UNICEF (2017). <a href="#"><i>Child Rights and Mining Toolkit: Best Practices for Addressing Children’s Issues in Large-Scale Mining</i></a> – Chapter 9 (and accompanying Excel assessment).</p> <p>USAID (2014), <a href="#"><i>Toolkit for Integrating GBV Prevention and Response into Economic Growth Projects</i></a> – Part 4.</p>
MEDIA	<p>Video recording from the 2021 Responsible Business and Human Rights (RBHR) Forum, Asia-Pacific Jun, 2021 - '<a href="#"><i>Supply Chains Free from Violence and Harassment: From Policy to Practice</i></a>.'</p>

## **WINTER BREAK > FEBRUARY 21 – 25**

### **No class on Friday, February 25<sup>th</sup>**

#### **WEEK 7 (Mar 4)      RESPONDING TO GBV IN COMMUNITIES**

If the risk of GBV occurring in an affected community is so high (which it is), then businesses also need to prepare to respond to incidents, because incidents will inevitably occur. Again, through looking at guidance notes and case studies, we will study how businesses are being advised to get prepared, and what they are actually doing to ensure they are ready to respond should / when an incident occurs. Here, as with much of the work that private businesses are being asked to do and are doing in the GBV space, we see a conflict between what is required of the business and what is in the best interests of the people who are most at risk of experiencing GBV. Reporting is an example. Increasingly, businesses are being required by their investors and stakeholders to report details of GBV incidents that occur on their projects. Yet, if we look at international guidelines on how best to handle information about a GBV incident, we consistently see there is emphasis placed on confidentiality and the right of the GBV survivor to own their story. In the responses that businesses are taking to incidents of GBV perpetrated by their workers against members of local communities, are we seeing colonialism in action today? Do response practices and reporting requirements override the agency of at-risk populations, especially women and vulnerable groups, in order to satisfy the paternalistic characteristics of businesses and investors?

**ACTIVITY**      **Q&A session** with [Laura Marchesini](#). Laura has worked for many years providing technical support to help establish GBV programming in global contexts. She has done extensive work on helping to set up women and girl’s safe spaces to promote better health and GBV awareness in remote and economically disadvantaged populations. Laura has also had some exposure to the efforts of businesses to participate in GBV prevention and response. She is an ideal person to offer a critical eye on this work.

READINGS	<p>Idris, I. (2021). <a href="#"><i>Documentation of survivors of gender-based violence (GBV)</i></a>. Helpdesk report commissioned by the UK Foreign, Commonwealth, and Development Office.</p> <p>Tibi, H. &amp; Kittaneh, A. (2019). <a href="#"><i>Bringing Gender Equality Closer to Women's Economic Empowerment</i></a>. Written for Care International - Pages 36 &amp;37.</p>
TOOLS	<p>CDC, European Bank for Reconstruction and Development (EBRD) and International Finance Corporation (IFC) (2019), <a href="#"><i>Addressing Gender-Based Violence and Harassment: Emerging Good Practice for the Private Sector</i></a> – Chapter 6.</p> <p>International Finance Corporation (2020). <a href="#"><i>How to Support Your Company to Develop a Community-Based Grievance Mechanism for Sexual Exploitation and Abuse</i></a>.</p>
MEDIA	<p>Video recording from the 2021 Responsible Business and Human Rights (RBHR) Forum, Asia-Pacific Jun, 2021 - <a href="#"><i>Ensuring Migrant Voices in Grievance and Remediation Mechanisms</i></a>.</p> <p>The following short videos (available via the GBVIMS <a href="#">website</a>) explain good practice management of information relating to GBV cases:</p> <ul style="list-style-type: none"> <li>• Overview of the Information Sharing Protocol</li> <li>• Safety and Ethics in GBV Data Management</li> <li>• Informed Consent</li> <li>• Data Protection</li> </ul> <p>Podcast: GBVIMS (2018). <a href="#"><i>What does ethical storytelling have to do with GBV data?</i></a></p>

## **WEEK 8 (Mar 11)      THE ETHICS OF A BUSINESS RESPONSE TO GBV**

There are established good practices for how to conduct GBV prevention work and how to respond to people who have experienced GBV. These practices have been developed based on the experiences of many people who have worked in the field of GBV for many decades. We need to learn these good practices, while at the same time recognizing that they have emerged out of humanitarian and emergency work, not business. Should the same ethical approaches to responding to GBV apply for businesses? In practice, can they? Or are businesses in need of a different set of ethics and good practices for managing GBV risks linked to their operations? Even in raising these questions, we risk a backlash from extremely experienced and highly regarded GBV practitioners – the very people we need to rely on for GBV expertise and advice. But in thinking through the answers to these questions, we break new ground and potentially open up a space for a more business-friendly ethical approach to GBV risk management.

ACTIVITY	Selfcare workshop # 2 with <a href="#">Marisa Garreffa</a> , a Florence-based performance artist, who uses traditions of oral storytelling, woven with memory, poetry, and contemporary mythologies of her-self, to give voice to complex interactions between gender violence, mental illness, mental health, and generational inheritance of grief.
READINGS	<p><i>You will be assigned set pages from the first reading and one chapter from the second reading.</i></p> <p>GBV Sub-Cluster (Turkey Hub - Syria) (2018). <a href="#"><i>Standard operating procedures for gender-based violence prevention and response</i></a>.</p> <p>United Nations Population Fund (UNFPA) (2015). <a href="#"><i>Minimum Standards for Prevention and Response to Gender-Based Violence in Emergencies</i></a>.</p>
TOOLS	United States Agency for International Development (USAID) (2021). <a href="#"><i>How to Implement a Survivor-Centered Approach in GBV Programming</i></a> . (And related <a href="#">infographic</a> .)
MEDIA	UNFPA, International Rescue Committee, UNHCR, UNICEF & International Medical Corps (2016). <a href="#"><i>Good and bad practices in information sharing</i></a> .

## WEEK 9 (Mar 18) THE BUSINESS CASE FOR ADDRESSING GBV RISKS

There is a business case for addressing GBV risks. We can point to a number of studies to show this – studies that have calculated the dollar cost when businesses have to deal with incidents of sexual harassment, gender-based bullying or family and sexual violence affecting their workers. Questions remain about how robust the methodologies used for these studies really are. The studies also often rely on limited data provided by participating businesses, some of which cannot be independently confirmed. Yet, creating a business case for addressing GBV risks is proving popular, among both international agencies that work with business to manage GBV and the decision-makers in business. Are there particular methodologies for calculating GBV-related costs to business that are better than others? Is it ethical to try to convince a business to address GBV by using the business case narrative, which in some ways may make it sound like money is more important than human rights or gender equality?

### ACTIVITY

Learning from the experiences of the Gender and Economic Inclusion Group at the International Finance Corporation. This group has completed research in countries such as Myanmar, Papua New Guinea, Vietnam, the Solomon Islands and Sri Lanka to explore what it costs businesses to NOT address GBV risks in their workplaces, and the benefits businesses see when they do. Through short Q&A sessions with five members of the group, we will explore their findings.

\*\* This week's activity will be recorded in advance. You will split into five groups. Each group will be allocated a date and time to attend a rapid 10-minute Q&S session with members of the Gender and Economic Inclusion Group based on their respective regions and countries of expertise. The recordings will be played at the start of class.

### READINGS

Walker, D. (2016). [‘How to make a business case to end gender-based violence’](#). Accessed via the Overseas Development Institute website.

Williams, C. (2014). [How to calculate the cost to business of gender-based violence in Papua New Guinea: Review of existing approaches and methodologies](#). Report written for the Overseas Development Institute.

*You will be allocated one of the following readings:*

Care International (2017). [“I know I cannot quit.” The Prevalence and Productivity Cost of Sexual Harassment to the Cambodian Garment Industry](#).

Darko, E., Smith, W. & Walker, D. (2015). [Gender violence in Papua New Guinea: The cost to business](#). Report written for the Overseas Development Institute.

International Center for Research on Women (n.d.). [The Costs of Sex-Based Harassment to Businesses: An In-Depth Look at the Workplace](#).

International Finance Corporation & DaNa Facility (2018). [Respectful Workplaces: Exploring the Costs of Bullying and Sexual Harassment to Businesses in Myanmar](#).

International Finance Corporation (2021). [Workplace Responses to Family and Sexual Violence in PNG: Measuring the Business Case](#).

### TOOLS

Walker, D. & Duvvury, N. (2016). [Costing the impacts of gender-based violence \(GBV\) to business: A practical tool](#). Written for the Overseas Development Institute.

## WEEK 10 (Mar 25) ENSURING AN INCLUSIVE GBV RISK MANAGEMENT

For many people who work in business (not to mention in general society), gender is still only about men and women. For many, people whose gender identity does not conform to this model of a gender binary simply do not exist. For many, these gender non-binary persons are considered “legitimate” targets for acts of harassment and violence. Transgender, gender non-binary, gender non-conforming, gender queer – these are all spaces, practices and representations of gender which make people key targets for GBV. So, why are they missing in the current work that is being done to address GBV risks in workplaces and in communities affected by business operations? And how do we start to open up this space for inclusion?



ACTIVITY	Q&A session with Sefin Stefura and Madonna Doucette from the <a href="#">Youth Project</a> in Unama'ki (Cape Breton), and <a href="#">Rhodes Perry</a> , on tackling violence and harassment against transgender persons in workplaces.
READINGS	Graaff, K. (2021). 'The implications of a narrow understanding of gender-based violence', <i>Feminist Encounters: A Journal of Critical Studies in Culture and Politics</i> , 5(1):  Lanham, M., Ridgeway, K., Castillo, B., Davis, D., Emmanuel, D., Morales, G., Cheriser, C., Rodriguez, B., Cooke, J., Santi, K. & Evens, E. (2019). "'We're going to leave you for last, because of how you are": Transgender women's experiences of gender-based violence in healthcare, education, and police encounters in Latin America and the Caribbean', <i>Violence and Gender</i> , 6(1): 37 - 46.
TOOLS	United Nations Human Right Office of the High Commissioner (2017). <a href="#">Tackling Discrimination against lesbian, gay, bi, trans, &amp; intersex people: Standards of conduct for business</a>

### WEEK 11 (Apr 1)      **DIFFICULT BUSINESS CONVERSATIONS ON GBV**

Inevitably, wherever there is a development project, the gender make-up of the workforce (i.e., predominantly cis-male) and the economic power this workforce holds over people in local communities means we will see the growth of a sex work industry. We often find underground communities of men who have sex with men, as well as adolescent boys and girls involved in sexual activities with adult male workers. Many businesses work alongside communities where certain types of GBV are normalised – especially female genital mutilation, and early or forced marriage. Communities may have established ways of responding to GBV incidents that further create harm for the survivor. This is especially the case with adolescent girls who have experienced sexual violence. Can we bring these issues into our work to address business-related GBV? And if so, how do we do this without applying 'western' idea(l)s of morality and identity?

ACTIVITY	Q&A session with <a href="#">Laura Agustín</a> , author of <a href="#">Sex at the Margins: Migration, Labour Markets and the Rescue Industry</a> .
READINGS	Study one of these sets of three (3) readings:  Agustín, L. (2006a). 'The disappearing of a migration category: Migrants who sell sex', <i>Journal of Ethnic and Migration Studies</i> , 32(1), 29 - 47.  ---. (2006b). ' <a href="#">Contributing to "development": Money made selling sex</a> ', <i>Research for Sex Work</i> , 9: 8 -11.  Dasgupta, S. (2021). 'Violence in commercial sex work: A case study on the impact of violence among commercial female sex workers in India and strategies to combat violence', <i>Violence Against Women</i> , 27(15-16): 3056 - 3073.  <b>OR</b>  Dawthorne, N. (2015). ' <a href="#">Research reflections: Queering the ethnographer, queering male sex work</a> ', <i>The University of Western Ontario Journal of Anthropology</i> , 23(1): 30 – 36.  Evens, E., Lanham, M., Santi, K., Cooke, J., Ridgeway, K., Morales, G., Parker, C., Brennan, C., de Bruin, M. Chladni Desrosiers, P., Diaz, X., Drago, M., McLean, R., Mendizabal, M., Davis, D., Hershow, R. & Dayton, R. (2019). 'Experiences of gender-based violence among female sex workers, men who have sex with men, and transgender women in Latin America and the Caribbean: A qualitative study to inform HIV programming', <i>BMC International Health and Human Rights</i> , 19(1): 9.  FHI 360 (2013). <a href="#">Exploring Gender-Based Violence among Men who Have Sex with Men, Male Sex Worker and Transgender Communities in Bangladesh and Papua New Guinea</a> .

## OR

Bows, B. (2018). 'Female genital mutilation: A form of gender based violence', in N. Lambard (ed.), *The Routledge Handbook of Gender and Violence*. Routledge.

Jewkes, R. & Morrell, R. (2011). 'Sexuality and the limits of agency among South African teenage women: Theorising femininities and their connections to HIV risk practises', *Social Science and Medicine*, 74(11): 1729 – 1737.

Warria, A. (2018). 'Girls' innocence and futures stolen: The cultural practice of sexual cleansing in Malawi', *Children and Youth Services Review*, 91: 298 - 303.

## WEEK 12 (Apr 8) THE REAL BUSINESS OF DOING GBV RISK MANAGEMENT

Now, after all this learning, discussion and exchange of ideas, we are finally ready to consider opportunities for work and careers in the business of GBV risk management. We will look at some sample terms of references for consultant roles and permanent roles. Each student will create a potential career map to help plan out how they might enter into this line of work, what their specific areas of interest might be, and in what way they would like to make a significant contribution. A lot of work has been done to help understand and respond to GBV risks in workplaces and affected communities. Yet, there is still so much more to do. Is this the field of work for you? If so, how can we help to find an entry point that will be rewarding for you and beneficial to the most important group of people in this entire field of work – those who are most at risk of and who are already experiencing business-related GBV?

### ACTIVITY

Short interviews with GBV professionals working in the private sector.

\*\* Some of the interviews for this week's activity may need be recorded in advance. You will split into pairs. Each pair will be given the name of a GBV professional to contact, to arrange a date and time for a rapid 5-minute interview to ask about the work they do in the GBV space and how they moved into their current role. You will record the interview and all interviews will be played at the start of the in-person session.

### READINGS

For this week, you will be assigned a Terms of Reference for a previously advertised position, and some questions to consider while reading.



# Academic Accommodations

## **Learning difficulties and/or impairments**

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact the PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally- scheduled exam (if applicable).

## **Religious observance**

Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

## **Pregnancy**

Pregnant students requiring academic accommodations are encouraged to contact an Equity Services Advisor in Equity Services to complete a Letter of Accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

# Academic Integrity

## Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

## Intellectual Property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). The exception to this is the business tools that students may opt to create for their main assignment. These tools will be offered into the public domain and made freely available via the website [www.factiveconsulting.com](http://www.factiveconsulting.com). The Instructor also maintains the copyright to all course materials; they may not be posted, uploaded, transferred, or sold without my express written consent in advance.

## Course Communications

All email communication to students from BGINs will be via official Carleton university e- mail accounts and/or Brightspace. As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton email and Brightspace accounts. Please note that “I didn’t check my email” will never be a valid excuse. A respectful tone is expected in all e-communication. Students can generally expect a response to any queries about the seminar course within 48 hours, weekends and holidays excepted.

## Medical Certificates & Illness

In the unfortunate case of illness or injury, only a Medical Certificate signed by a licensed physician and indicating that treatment/counsel was sought on the day of the missed class, assignment or examination, will be accepted. Please note: Doctors notes may not always be issued for the following reasons:

- Missed classes/labs except in extenuating circumstances.
- Minor illnesses (e.g., colds, flu).
- Past illnesses that have been resolved and that there is no documentation for.
- Obvious injuries (e.g., broken bone in a cast).”

**Course Conduct**

In this course informed and critical discussion of complex and contentious issues is the central component of the learning experience. Thus, all participants are expected to arrive on-time, prepared to conduct themselves with decorum and civility, and to actively contribute to an atmosphere of scholarly inquiry and mutual respect. While spirited discussion and disagreement are encouraged, rudeness, combativeness, and disruption are not.

Please refrain from conducting non-course-related activities during class time (i.e., social media, chats, games, constant texting, and the like). Electronic and/or digital devices (including mobile devices) which impede or hamper the class discussion will not be tolerated.

Unacceptable conduct includes, but is not limited to, discrimination or harassment, threatening, stalking, and unwelcome communication either in person or through electronic or other means.

The Instructor reserves the right to remove disruptive elements (including devices and persons) from the classroom.