

**WGST 3807 A  
GENDER & VIOLENCE**

**Instructor: Lori Stinson  
Fall 2018**

**COURSE OUTLINE**

- Class schedule:** Mondays 11:35 AM – 2:25 PM  
ME 4494 (MacKenzie Building)
- Professor's office hours:** Mondays 9:00 – 11:00AM  
1402A Dunton Tower (by appointment), or catch me  
anytime before & after class (in or outside classroom)
- E-mail:** [Lori.Stinson@carleton.ca](mailto:Lori.Stinson@carleton.ca) or [lstinson@bell.net](mailto:lstinson@bell.net)
- Teaching assistant:** Leon Laidlaw [leonlaidlaw@cmail.carleton.ca](mailto:leonlaidlaw@cmail.carleton.ca)

Any questions sent by email should receive a response within two business days or during the following class if taken place within the 48 hours following receipt of the email. Note that the instructor reserves the right not to answer an email if the level of language used is inadequate.

**On CuLearn:** Yes

**OFFICIAL COURSE DESCRIPTION**

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Theories, concepts and contexts of gendered violence in the lives of women, men and children globally. Through interrogations of the complex manifestations of gendered violence, including its multiple forms and meanings, its implications will be expanded.  
Seminar format, to include lectures and discussion, three hours per week.

**GENERAL COURSE OBJECTIVES**

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Our goal for this course is to expand our view of gendered sexual and interpersonal violence to a broader vision of the personal, cultural, and institutional contexts of aggression and violence. Implicit in this endeavor is the need to appreciate how social stratifications (including gender, race, age, sexual orientation, ability, location and class) intersect to frame our experiences and understandings of violence, and therefore our responses to it as individuals, collectives, citizens and academics. Our hope is to further an intersectional understanding of gendered violence that makes clear the distinction between gender and sex, that acknowledges and incorporates the social, political and economic causes and consequences of violence, but still leaves opportunity for diversity in understanding, responding and resisting.

## **SPECIFIC COURSE OBJECTIVES**

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As introduced above, from this general objective of building a theoretically and empirically nuanced picture of gendered violence (with special attention to the intersectional experiences and implications of gender, race, class, sexuality, age, ability, ethnicity and locality) we will:

1. outline and define the social processes, institutions, and popular and theoretical feminist understandings that frame and inform our personal and institutional experiences
2. historically and theoretically unpack popular and feminist conflicts in the struggle to make sense of the complicated relationship between gender and violence
3. employ an intersectional feminist lens to analyze and unpack the ways that relations of gender, sex, sexuality, race, ability, age, ethnicity, locality and social class complicate our experiences and understandings of interpersonal and structural violence.
4. identify and evaluate individual, institutional, and collective strategies of resistance and transformation
5. build and practice our reading, writing, oral and analytical skills

## **TEACHING METHODS**

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We will employ a variety of resources, perspectives and tools to enliven our learning processes including, but not necessarily limited to: lectures, guest speakers, audio-visual materials, potentially literary and artistic works, and hopefully a wide variety of group and class discussions. Students are strongly encouraged to be active, thoughtful, and respectful participants and contributors to the knowledge generated and shared in the classroom and on virtual campus.

## **ASSESSMENT METHODS**

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### **REQUIRED READINGS**

\*Required Readings Module on CULearn, and as listed with links on the Course Schedule

Recommended, supplementary, and supporting articles from research reports, news and popular media will also be posted on the course page under 'Supplementary Materials'

### **COMPONENTS OF FINAL MARK**

<b>Evaluation format</b>	<b>Weight</b>	<b>Date</b>
Midterm exam	35 % or 30 %	October 29, 2018
Media/Artefact Example	10 %	Sep 16 – Dec 3, 2018
Optional Critical Reflection	0 % or 15 %	December 3, 2018
Attendance	5 %	ongoing
Take Home Final exam	50 % or 40 %	December 21, 2018

## GRADING

Grades will <u>generally</u> be distributed according to the following template:					
<b>A+</b>	90-100%	<b>A</b>	85-89%	<b>A-</b>	80-84%
<b>B+</b>	77-79%	<b>B</b>	73-76%	<b>B-</b>	70-72%
<b>C+</b>	67-69%	<b>C</b>	63-66%	<b>C-</b>	60-62%
<b>D+</b>	56-59%	<b>D</b>	53-56%	<b>D-</b>	50-52%
<b>F</b>	Below 50				

## DESCRIPTION OF ASSIGNMENTS

- 1. MIDTERM EXAM** **October 29<sup>th</sup>** **35 or 30 %**  
short answer and/or long answer essay style questions

- 2. MEDIA/ARTEFACT PRESENTATION** **Due: Sep 16<sup>th</sup> – Dec 3<sup>rd</sup>** **10%**

To enrich class discussion, students will sign up for one class starting on September 17<sup>th</sup> and ending on December 3<sup>rd</sup> (excluding the midterm). The sign-up sheet will be circulated in class on September 10<sup>th</sup>. Slots will be allocated on a first-come, first-served basis to a maximum of 6 students per week, so if you are not at the first class you must sign up as soon as possible. Find a media or other artefact example that illustrates or expresses one of the themes in the required readings for your chosen class. Examples can be drawn from news articles, popular media, social media, or other digital content, or they can be a current or historical material artefact.

By noon on the day before the class for which you signed up, you are required to post your media example on the Discussion Board in the topic entitled "Media/Artefact Presentation." You can either: link a URL, attach an image or text file to your message; or provide a brief description of the example you have found (a paragraph describing a radio news report, for example). You are also required to include a brief message (100 words maximum) to the class explaining why or how the example illustrates a theme discussed in the readings. Students may post responses or add comments of their own on the Discussion Board, keeping in mind the purpose is to enrich a respectful, thoughtful, courteous, curious and collaborative discussion, and collective collaborative response where necessary.

Finally, at your chosen class you will have 1-2 minutes maximum to summarize, or point out, to the class what you would most like to bring their attention regarding your artefacts relationship with the course material (it will be possible to show the materials in class where necessary via the links on CULearn)

- 3. OPTIONAL CRITICAL REFLECTION** **Due: December 3<sup>rd</sup>** **0 or 15 %**

800 – 1000 word critical reflection responding to any one of the topics as listed on the course outline and discussed in class. Students will be evaluated on the extent to which they integrated and demonstrate their knowledge of class content and course materials, including a minimum of any four required readings as listed on the course schedule. Please note: you are not being asked to summarize the readings, but to use them as sources for documenting and demonstrating your

analysis and argument. Further details on the assignment will be discussed during the first week of class with resources and writing guides available on CULearn in the Assignments & Examinations module.

All reflections should be handed in via the link for that purpose under the Assignments & Examinations module no later than 11:00 PM on the due date.

- 4. ATTENDANCE** **ongoing** **5 %**  
Over the course of the semester (not including the midterm exam) ½ mark for each full class attended for the duration of the entire class period
- 5. CUMULATIVE TAKE-HOME FINAL EXAMINATION** **DUE: December 21<sup>st</sup>** **50 or 40 %**  
Argumentative essay responding to a question, or series of questions, using the material covered during the course of the regular semester to document and demonstrate your argument. The question and instructions for the examination will be posted on CULearn on or before December 3<sup>rd</sup>, and format will be discussed in depth in class on September 10th. Detailed instructions on writing university papers and on grading are provided under the 'Assignments & Examinations' Module on CULearn. The completed take-home final exam must be submitted via the link provided for that purpose on CULearn by 11:00 PM on December 21<sup>st</sup>.

#### **Policy on language quality and late submissions**

Class attendance is necessary to successfully complete this course.

You will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15%, to the professor's discretion.

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. *There will be a penalty for late submissions.* University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate.

Absence for any other serious reason must be justified in writing, to the academic assistants of the Faculty, within five business days following the date of the exam or submission of an assignment. The Faculty reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

We suggest that you advise your professor as early as possible if a religious holiday or a religious event will force you to be absent during an evaluation.

#### **CLASSROOM ETIQUETTE AND RESPECT**

In a large class, we all depend on a climate of mutual respect and engagement to make this a productive and exciting intellectual environment. Please respect these basic guidelines.

- **Electronic devices:** Students are asked to turn off all electronic devices such as cell phones. If you need your cell phone on because you have children or need to remain in contact with someone because of a medical emergency, please let me know at the beginning of the class and you may leave your phone on vibrate.

- **Class discussions:** please respect your fellow students by listening attentively during classroom discussions and lectures. Students talking repeatedly during lectures will be asked to leave. Racist, sexist, homophobic, transphobic or other discriminatory remarks will not be tolerated.
- **Class times:** Students who come late to class or leave early disrupt both the flow of discussion and the lectures. Please respect class times. If you must leave class early due to an urgent situation, please inform Lori or the TA.

**Content Warning:** We will be considering multiple different texts and multimedia resources in this class that contain difficult content and that may be triggering or traumatic for some students. Readings, films, YouTube videos, lectures and discussions may contain upsetting material, including representations of interpersonal, colonial, police and state violence, as well as violence, oppression and discrimination surrounding intersections of racism, ableism, transphobia, sexism, classism, homophobia and other forms of oppression. Please feel free to leave the classroom at any time if you need to take space away from this material.

Students are encouraged to make use of the counselling/support services available at Carleton University and in the Ottawa area to address issues that come up as part of class or otherwise. Please feel free to ask for further recommendations for support services.

**Accessibility:** Students bring many different accessibility needs to the classroom and their assignments. Please feel free to speak to me if you have any accessibility needs or if you have suggestions on how to make the class more accessible.

## ADDITIONAL INFORMATION

**PowerPoint slides are a starting point for lectures and your class notes, not a replacement.**

Course notes are the responsibility of each student. Lecture notes are NOT posted on any website, nor are they made available through library reserve. If you are unable to attend a lecture, it is your responsibility to obtain the notes from a classmate.

In keeping with university policy **class attendance is mandatory**. Regular attendance will be kept and is required for a passing grade. Students not attending a minimum of 60% of the lectures may not be permitted to write the final exams.

**Laptops** are permitted in class only when they are being used for purposes **strictly related to the course**. Please refrain from instant messaging, emailing, using the internet, gaming, writing papers, watching films, doing homework, and any other similar activity during class time. Do not display material on screen which may be distracting or offensive to your classmates. Behaviour that is distracting or disruptive for the other students, your teaching assistants, or the instructor will be officially recognized as **equivalent to missing class**.

**All required readings** are strongly suggested to be completed prior to the class for which they are listed. In the very unlikely event of a class having to be cancelled, every effort will be made to notify you via the course web page and Carleton e-mail prior to class.

**All e-mail to the instructor should include** the course code in the subject headline and **should not include** questions already addressed on the course outline or the course web page, requests for synopses of a missed class (refer to a classmate for this), technical questions about CULearn (contact system administrators for this), or any requests for 'bonus mark assignments' to improve your grade or make-up for missed classes.

**All assignments shall be handed in electronically** via the links set up for that purpose on CULearn under the Assignments & Examinations Content Module by 11:00 PM on the date stipulated. Submission beyond this point will be deemed to be late and a **penalty of 5% per day**, weekends not included, will be applied. For their own protection, students should always keep a well secured original of all their assignments regardless of the method used to hand it in. In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be the **student's responsibility to provide a copy of their assignment**.

**Students who are unable to comply with any of the scheduled deadlines are required to notify the instructor as soon as possible** and present valid supporting documentation of their absence within **5 working days** of the exam or submission date of the assignment; otherwise a penalty applies. In the case of medical illness, students must provide the instructor with a medical certificate by the attending physician.

**All written work will be graded for** insight, analytical skill, inclusion and organization of relevant course materials, bibliographic references and appropriate citation, clarity of expression (including logical flow, readability, grammar, correct word usage and spelling), accuracy and relevance of content. Poorly written papers will be penalized. Please see the materials provided in the 'Assignments & Examinations' module on CULearn for more detailed information on citation, formatting, writing and organizing your work; and for specific information on how it will be evaluated.

Plagiarism is a serious matter and will be dealt with accordingly. All material quoted or paraphrased from any source must be properly cited, including bibliographical references. For information on issues of style of presentation, correct format, and avoiding plagiarism, please consult the 'assignments and examinations' section, and feel free to ask in class.

In accordance with university policy standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. **No final grades are final and therefore no grades may be released via CULearn or any other means until they have been approved by the Dean.**

**IMPORTANT:** classroom teaching and learning activities, including lectures, discussions, presentations, etc., by instructors, guests and students, are copy protected and remain the intellectual property of their respective author(s). **Students are not permitted to reproduce or distribute course slides (in any form) or any other written or recorded course materials publicly for commercial or non-commercial purposes** without express written consent of the copyright holder(s) including the course instructor and all guest lecturers. To do so for non-commercial or commercial purposes (trade in credits on note-sharing sites is commercial) is a violation of the Copyright Act of Canada and subject to penalties as laid out in section 38(1), and criminal penalties as specified in 42(1).

## **SCHEDULE**

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**Students are responsible** for the content of all lectures, class discussions, guest lectures, required readings, & film presentations. Readings, lectures, films, speakers & discussion sessions are designed to complement & enhance, not to replace one other. Material from all sources will appear on both exams & be necessary for completion of your course work.

**All readings are available** in the 'required readings' module on the course page, or via the links here on the class schedule; and should be completed by the class for which they are listed.

DATE	TOPIC & DEADLINES	READINGS & RESOURCES
<p><b>Week 1</b> Sept 10</p>	<p>Introduction to the Course, the Topic, Course Requirements &amp; Assignments</p> <p>Defining our Terms: Constituting Gender &amp; Violence</p> <p><b>Chose Date for Media/Artefact Example Presentation</b></p>	<p>WGST 3807 Course Outline</p> <p>Documents posted under the Aids to Effective Academic Writing, and Assignments &amp; Examinations Modules on the course page</p> <p>Price, L. (2005) Introduction. <i>Feminist Frameworks: Building Theory on Violence Against Women</i>, 5-10.</p> <p>Associated Press (2015) LGBT people suffer widespread violent abuse, discrimination: new UN report. <i>The Guardian</i> (June 2)  <a href="https://www.theguardian.com/world/2015/jun/02/lgbt-people-suffer-widespread-violent-abuse-discrimination-new-un-report">https://www.theguardian.com/world/2015/jun/02/lgbt-people-suffer-widespread-violent-abuse-discrimination-new-un-report</a></p> <p><b>Film Resources:</b>  <i>Legacy of Pain: 10 Years after the Montreal Massacre</i> (2000) 45mins</p>
<p><b>Week 2</b> Sept 17</p>	<p>Feminist Theoretical Foundations</p>	<p>Price. 2005. Defining Violence. <i>Feminist Frameworks: Building Theory on Violence Against Women</i>, 11-23</p> <p>Stanko. 2006. Theorizing About Violence: Observations From the Economic and Social Research Council's Violence Research Program. <i>Violence Against Women</i> 12(6), 543-555</p> <p>Langenderfer-Magruder, L., Whitfield, D., Walls, N., Kattari, S., &amp; Ramos, D. (2016). Experiences of Intimate Partner Violence and Subsequent Police Reporting Among Lesbian, Gay, Bisexual, Transgender, and Queer Adults in Colorado: Comparing Rates of Cisgender and Transgender Victimization. <i>Journal of Interpersonal Violence</i>, 31(5), 855-871.</p> <p>Provost, C. (2017) 'Feminist' Canada has workplace gender gap worth \$150bn, says report. <i>The Guardian</i>, June 28.  <a href="https://www.theguardian.com/inequality/2017/jun/28/does-feminist-canada-have-a-gender-inequality-problem">https://www.theguardian.com/inequality/2017/jun/28/does-feminist-canada-have-a-gender-inequality-problem</a></p> <p><b>Film Resources:</b> <i>Status Quo? The Unfinished Business of Feminism in Canada</i> (2012) 87 mins.</p>

<b>Week 3</b>	Making Sense: Gender & Violence	<b>Film Resources:</b> <i>The Bro code</i> (2011) 58 mins <i>The Empathy Gap</i> (2015) 70 mins. Coming Soon: <i>The Bystander Moment</i> (October 2018)
<b>Week 4</b> Oct 1	Making Sense? Interpersonal violence: Historical Foundations, Complications & Connections <ul style="list-style-type: none"> <li>- Gender, Race, Class &amp; violence</li> <li>- Patriarchy</li> <li>- Colonialism</li> <li>- Markets of privilege &amp; choice</li> <li>- Structural violence</li> <li>- Slow Violence</li> </ul>	Price, L. (2005) Origins of Men’s Sex/Sexual Violence. <i>Feminist Frameworks: Building Theory on Violence Against Women</i> , 24-43. Price, L. (2005) MacKinnon on Sex & Sexuality. <i>Feminist Frameworks: Building Theory on Violence Against Women</i> , 44-53. <a href="https://books-scholarsportal-info.proxy.library.carleton.ca/en/read?id=/ebooks/ebooks0/gibson_crkn/2010-12-16/1/10192175#page=24">https://books-scholarsportal-info.proxy.library.carleton.ca/en/read?id=/ebooks/ebooks0/gibson_crkn/2010-12-16/1/10192175#page=24</a> Valenti, J. (2018) When Misogynists Become Terrorists. <i>The New York Times</i> April 26. <a href="https://www.nytimes.com/2018/04/26/opinion/when-misogynists-become-terrorists.html">https://www.nytimes.com/2018/04/26/opinion/when-misogynists-become-terrorists.html</a> CBC News (2018.04.25) These are the victims of Toronto's deadly van attack” <a href="http://www.cbc.ca/news/canada/toronto/victims-van-attack-1.4634437">http://www.cbc.ca/news/canada/toronto/victims-van-attack-1.4634437</a>
Oct 8	<b>STATUTORY HOLIDAY – NO CLASS</b>	
<b>Week 5</b> Oct 15	Unpacking, Understanding & Responding to Intimate Partner Violence & Domestic Violence <ul style="list-style-type: none"> <li>- IPV, VAW, Dating &amp; Family Violence</li> </ul> <p>Catch up &amp; wrap up for the midterm</p>	Burczycka, M. & Conroy, S. (2018 [2016]) <i>Family violence in Canada: A statistical Profile, 2016</i> . Canadian Centre for Justice Statistics <ol style="list-style-type: none"> <li>2. Police Reported Family Violence in Canada, 41-45</li> <li>3. Police Reported Intimate Partner Violence, 56-60</li> <li>4. Police Reported FV Against Children &amp; Youth, 70-73</li> </ol> Crenshaw, K.W. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. <i>Stanford Law Review</i> , 43(6), 12-41. Johnson, H., Kapoor, P., Durand, K. & Stinson, L. (2013) <i>The Case for a National Action Plan on Violence Against Women</i> . Canadian Network of Women’s Shelters and Transition Houses.  <b>Film Resources:</b> Every F---ing Day of My Life (2007) 83 mins. Behind Closed Doors: the truth about Domestic Violence in Australia (2010) [mini doc by Karen Miles] (12 mins)
Oct 22	<b>READING WEEK – NO CLASSES</b>	



<b>Week 6</b> Oct 29	<b>MIDTERM EXAM</b>	
<b>Week 7</b> Nov 5	Race: Interlocking Intersections & hierarchies of Vulnerability, Visibility, Disposability & Support	<p>Razack, S. (2016) Sexualized Violence and Colonialism: Reflections on the Inquiry into Missing and Murdered Indigenous Women. <i>Canadian Journal of Women and the Law</i>, 28(2), 1-14.</p> <p>Razack, S. (2016) Gendering Disposability. <i>Canadian Journal of Women and the Law</i> 28(2): 285-307.</p> <p>Lockhart, P.R. (2018) Parkland is sparking a difficult conversation about race, trauma &amp; public support: A question of the activism we acknowledge &amp; the activism we ignore. <i>Vox</i> 24 Feb  <a href="https://www.vox.com/identities/2018/2/24/17044904/parkland-shooting-race-trauma-movement-for-black-lives-gun-violence">https://www.vox.com/identities/2018/2/24/17044904/parkland-shooting-race-trauma-movement-for-black-lives-gun-violence</a></p> <p><b>Film Resource:</b> <i>Finding Dawn</i> (2006) 73 mins.</p>
<b>Week 8</b> Nov 12	State Violence: War & Disposability  <b>Guest Speaker:</b> Mike Maloney (Domestic Violence)	<p>Koos, C. (2017) Sexual violence in armed conflicts: research progress and remaining gaps. <i>Third World Quarterly</i> 38(9), 1935-1951.</p> <p>Jones, A. (2010) Introduction: War is not Healthy. <i>War is Not Over When it is Over</i>, 1-14.</p> <p>Jones, A. (2010) Côte d'Ivoire: "Grâce à l'Appareil". <i>War is Not Over When it is Over</i>, 15-55.</p> <p><b>Film Resources:</b>  <i>Rape: A Crime of War</i> (1997) 59 mins.  <i>Last Chance</i> (2012) 85 mins.</p>
<b>Week 9</b> Nov 19	Sexual Violence: Rape Culture, Mediated Violence, Sex & Resistance  <b>Guest Speaker:</b> Cori Slaughter	<p>Murphy, H. (2017) What Experts Know About Men Who Rape. <i>New York Times</i> (October 30)  <a href="https://www.nytimes.com/2017/10/30/health/men-rape-sexual-assault.html">https://www.nytimes.com/2017/10/30/health/men-rape-sexual-assault.html</a></p> <p>Rentschler, C. (2014) Rape Culture and the Feminist Politics of Social Media. <i>Girlhood Studies</i>, 7(1):.65-82.</p> <p>Bielski, Z. (2017) 'When will feminism stop enabling stupidity?': Welcome to the feminist flame wars. <i>The Globe and Mail</i> (April 14).  <a href="https://www.theglobeandmail.com/life/relationships/women-will-feminism-stop-enabling-stupidity-feminist-generation-gap/article34481903/">https://www.theglobeandmail.com/life/relationships/women-will-feminism-stop-enabling-stupidity-feminist-generation-gap/article34481903/</a></p> <p><b>Film Resources:</b> <i>Tough Guise 2</i> (2013) 78 mins.  <i>Flirting with Danger</i> (2012) 52 mins.</p>

<p><b>Week 10</b> Nov 26</p>	<p>Discourse, Desire &amp; Dispossession</p> <p>Normalized &amp; Consumable Harassment &amp; Sexualization: Eating the Other &amp; Ourselves</p> <p><b>Guest Speaker:</b> Seska Lee</p>	<p>Hayek, S. (2017) Harvey Weinstein Is My Monster Too. <i>The New York Times</i> (December 12) <a href="https://www.nytimes.com/interactive/2017/12/13/opinion/contributors/salma-hayek-harvey-weinstein.html">https://www.nytimes.com/interactive/2017/12/13/opinion/contributors/salma-hayek-harvey-weinstein.html</a></p> <p>Loofbourow, L. (2018) The male glance: how we fail to take women's stories seriously <i>The Guardian</i> March 6 <a href="https://www.theguardian.com/news/2018/mar/06/the-male-glance-how-we-fail-to-take-womens-stories-seriously">https://www.theguardian.com/news/2018/mar/06/the-male-glance-how-we-fail-to-take-womens-stories-seriously</a></p> <p>Bragg, S et al (2011) Too Much Too Soon: Children, Sexualization &amp; Consumer Culture. <i>Sex Education</i> 11(3) 279-292.</p> <p>Srinivasan, A. (2018) Does anyone have the right to sex? <i>London Review of Books</i> 40(6) 22 March, 5-10.</p> <p><b>Film Resources:</b> <i>The Purity Myth</i> (2011) 45 mins. <i>Killing Us Softly 4</i> (2010) 45 mins. <i>The Illusionists</i> (2015) 54 mins.</p>
<p><b>Week 11</b> Dec 3</p>	<p>Corporate/Institutional Violence</p> <p><b>Optional Critical Reflection Due</b></p>	<p>Stewart, M.W. (2014 [2002]) Chapter 7: Corporate Violence Against Women. <i>Ordinary Violence: Everyday assaults against women worldwide</i>, 251-308.</p> <p>Dusenbery, M. (2018) 'Everybody Was Telling Me There Was Nothing Wrong' <i>BBC Future</i> (May 29) <a href="http://www.bbc.com/future/story/20180523-how-gender-bias-affects-your-healthcare">http://www.bbc.com/future/story/20180523-how-gender-bias-affects-your-healthcare</a></p> <p>Adler, K.W. (2017) Women Are Dying Because Doctors Treat Us Like Men. <i>Marie Claire</i> (April 25) <a href="https://www.marieclaire.com/health-fitness/a26741/doctors-treat-women-like-men/">https://www.marieclaire.com/health-fitness/a26741/doctors-treat-women-like-men/</a></p>
<p><b>Week 12</b> Dec 5</p>	<p>Push Back, Pull forward</p> <p>Questions on where to now for feminism and violence</p> <p>Catch-up, Wrap-up, Prepare for the Final</p>	<p>Allardice, L. (2018) Chimamanda Ngozi Adichie: 'This could be the beginning of a revolution' <i>The Guardian</i> April 28 <a href="https://www.theguardian.com/books/2018/apr/28/chimamanda-ngozi-adichie-feminism-racism-sexism-gender-metoo">https://www.theguardian.com/books/2018/apr/28/chimamanda-ngozi-adichie-feminism-racism-sexism-gender-metoo</a></p>
<p><b>Dec 21</b></p>	<p><b>TAKE-HOME FINAL EXAM DUE</b></p>	

## STUDENT RESOURCES & ACADEMIC REGULATIONS

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**General Academic Regulations of the University can be found here:**

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

**and information on equity and accommodations (the Student Guide) can be found here:**

<https://carleton.ca/equity/accommodation/>

### **Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the Student Guide

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide

**Academic Accommodations for Students with Disabilities:** 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 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).

**Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/>

**Accommodation for Student Activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wpcontent/uploads/Accommodation-for-Student-Activities-1.pdf>

**For more information on academic accommodation, please contact the departmental administrator or visit:** <https://students.carleton.ca/course-outline/>

**Carleton University Policy on Sexual Violence.** Please note the university policy on sexual violence is accessible online at <https://carleton.ca/studentssupport/svpolicy/>

*Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.*

*For more information, consult <http://www2.carleton.ca/studentaffairs/academic-integrity>*

### ***Instructional Offences***

#### ***Plagiarism***

*The University Senate defines plagiarism as "presenting, whether intentionally 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."*