

Carleton University
Fall 2020
Pauline Jewett Institute of Women's and Gender Studies

WGST 2803A: *Body Matters: Politics of Bodies*

Thursdays / 8.35 – 10.25am

Location: *Courses will be delivered ONLINE for the Fall 2020 term*
This course will be asynchronous

Instructor: Dr. Amrita Hari

Email: amritahari@cunet.carleton.ca

Office: N/A

Phone: (613) 520-2600 x. 2904

Office Hours: Thursdays, 9.00-10.30am via Big Blue Button

- *This outline is preliminary and subject to change*

Teaching Assistant and Contact Information: TBD

Prerequisites: Second Year standing or permission of the Institute

Delivery: Asynchronous

All course materials including syllabus, assignment details, rubrics, lecture videos/slides, examinations, and assignment/exam dropboxes will be available on the course page on cuLearn.

If you are experiencing technological difficulties accessing any of the content in this course, you should contact the cuLearn support page: <https://carleton.ca/culearnsupport/students/>. If you cannot reach technical help and continue to encounter difficulties in accessing discussion forums or assignment submission links close to deadlines, you must use the above email address and submit your completed assignment to your TA within the deadline.

Big Blue Button Office Hours:

The primary instructor will hold 'office hours' on Thursdays from 10 – 11.30am via Big Blue Button. The first 30 minutes (10-10.30am) will be an open forum and the final hour (10.30 – 11.30am) will be used for individual consultations (15 minutes). Please use the Scheduler on cuLearn to book individual consultations, on a first-come-first-served basis.

Use email as your primary mode of contact with your assigned Teaching Assistant (TA) with questions related to the course. You may request individual consultations at a discussed date and time and live chat via Big Blue Button.

Course Description:

This course adopts an intersectional approach to understand discourses of borders, nationalism, and migration and how they shape the ways different bodies are perceived, valued, and controlled. We will explore recent feminist debates on bodies and embodiment in the context of global migration to understand how power, privilege, and geopolitics construct “normal”, dangerous, legal/illegal, and national bodies. We learn to apply a critical framework and consider how historical, socio-political, and economic processes make some bodies matter more than others.

Learning Objectives:

By the end of the course, you should:

- Engage critically with feminist approaches to and debates around the study of the body and its intersections with issues of borders, nationalism, and migration from a variety of disciplinary/interdisciplinary perspectives.
- Challenge your default assumptions about global migrations, borders, identities, and feminist body politics.
- Reflect, both personally and analytically, on the implications of the intersecting axes of gender, race, class, sexuality, nationality, and culture in relation to our material and everyday realities.
- Further develop a range of study, research, and writing skills that will be required of you in your university career.
- Be able to structure and communicate original ideas.

Class Schedule and Readings:

Please see the Course Essentials section for a detailed class schedule, as well as required readings for each module. The instructor reserves the right to make changes if necessary, with regard to the readings and topics schedule. If changes are made during the course, you will be immediately notified via cuLearn.

Course evaluation

Assignment Title	Percentage of Final Grade	Due Date
Discussion Forum	30	Wednesdays
Lesson Activities	10	Variable – You should check the Announcements section in the weekly launch Emails
Take-Home Mid-Term Exam	25	November 02
Policy Brief	35	
Statement of Issue and Bibliography (10)		October 8
Final Policy Brief Submission (25)		December 10

NB. Consult the Important Deadlines sheet under the Course Essentials section for a quick guide.

BRIEF DESCRIPTION OF EVALUATION COMPONENTS

NB: You MUST see the assignment sheet for more details and grading rubrics for each evaluation component available in the Course Essentials section.

Discussion Forum:

You are expected to complete required readings and post to the discussion forum **by Wednesday 12pm (noon) of each new module launch** (every Thursday).

Your posts will be assessed and a rating between 0 and 3 will be posted to the grade book. Students will complete ten modules over the duration of the course, adding up to 30 percent of your final grade. No late posts will be graded!

Lesson Activities

Over the duration of the course, you will be asked to participate in various lesson activities, including but not limited to, concept maps, photograph analysis, quizzes, and exit slips. These activities will be graded on a complete/non-complete basis and **must be completed by 12am (midnight) on the day after (Friday) of the module launch**. You must complete **all** lesson activities to receive the full 10% towards your final grade.

Take-Home Mid-Term Examination:

You will be expected to answer a broad question about the foundational theories and issues in relation to feminist approaches to and debates around the study of the body and its intersections with issues of borders, nationalism, and migration. Your answer should be in a standard essay format, which means that you should have a thesis, supporting arguments, and critically analyzed evidence. Your answer should be approximately 750-1000 words and you should use at least **three** course readings. You do not need a formal works cited page but should use embedded citations for the readings (e.g. Author, Date).

The question(s) will be posted under the "Course Essentials" section on cuLearn by **12pm (noon) on October 15, 2020**. You must submit your answer by **12pm (noon) on November 02, 2020**. This is a take-home exam and as such, there are no extensions.

Policy Brief:

This is an opportunity for you to carry out independent research and define and design a topic of your choice that relates to the course materials, lectures and class discussions. The purpose of a policy brief is to inform an audience about a problem, its underlying causes, and analyze and offer

specific policy solutions to the problem. The emphasis is on applying research outcomes rather than just summarizing what we know about the issue.

The assignment should include a standard academic paper title page (including student name, course name, paper title, date, citation style used and page and word count). Remember to include page numbers. Students are encouraged to be creative and undertake independent research on a topic that allows you to explore the topics and issues discussed in class.

This is a cumulative assignment. You will submit a Statement of Issue and Bibliography (10%) via cuLearn by 12pm (noon) on **October 8, 2020** and the final policy brief (25%), adding up to 35% of your final grade should also be submitted via cuLearn by 12pm (noon) on **December 10, 2020 (final class)**.

COURSE POLICIES

DUE DATES: Please check detailed assignment descriptions for relevant dates. Note that all assignment components must be submitted by 12pm (noon) of the specified date. All lesson activities must be completed by 12am (midnight) of the specified dates in the “Announcements” section of the launch emails.

SUBMISSIONS: All assignments must be submitted as either a **word file (.docx) OR a pdf file**; these are the only file formats that will be graded. It is your responsibility to ensure you have the software to submit assignments in one of these formats. Carleton students can [download Office at no charge](#).

It is your responsibility to ensure all of your assignments have been submitted properly. Submission areas permit you to verify your documents once they have been submitted. Material submitted incorrectly (i.e., not attached because you did not click ‘submit’), or in an unreadable format (i.e., not .docx or .pdf), will receive a zero. There will be no opportunities to resubmit after the assignment deadline has passed.

All due dates are noon, in case you need to resolve technical difficulties with Carleton’s IT staff during business hours. Please note that we do not anticipate having technical difficulties during due dates in this class; these are just precautions.

If you cannot access a discussion forum or assignment dropbox link, you must email your course instructor all submission documents by the specified deadline. You must also download a copy of the email detailing your exchanges with IT help in case you are having difficulty accessing the course page. You are responsible for emailing a copy of your assignment and the relevant emails on time.

CLASS COURTESY: In each class setting, we form a community of learners. I intend to provide a safe space in which students can share their experiences and ideas, take risks and explore sensitive issues through frank dialogue. This class respects difference and diversity while welcoming thoughtful and critical debate and discussion.

In a classroom dedicated to social justice education, conflict will happen. This is part of a healthy, dynamic, and questioning space of learning and discovery. **Please remember that it is acceptable to disagree but not to disrespect.** You are encouraged to hold onto your own personal beliefs but recognize that there will be differences of opinion and experience. No one person's right to their beliefs may supersede another person's right to security and dignity. Students should feel welcome and invited to the classroom. I seek to create opportunities for self-reflection and diverse ways of learning. Students should listen attentively and critically to the evidence provided in class discussions, readings, and other materials. The university classroom holds high standards of research, evidence and analytic proof.

Some of the materials and topics in this class can include **explicit content** (violence; sexuality; profanity; or blasphemous and objectionable conduct). If you feel any of these materials may cause you distress or severe discomfort, you are encouraged to speak with the instructor. You will not be exempt from any assigned work, but we will work together to accommodate your concerns. If you have any ideas and thoughts that you are not able to bring up during class time, you are encouraged to write your comments or questions down and give them to the instructor after class or by appointment.

In order for us to form an effective community of learners, there are number of protocols that must be in place to help ensure that all present have a positive experience, and we all offer each other complete attention and respect.

- Be respectful, self-aware, and mindful of the class dynamic and your place in it.
- **Do not make assumptions** about other people's identities and life experiences. That includes but is not limited to race, gender, sexuality, ability, mental and emotional wellbeing, age, citizenship status, and reproductivity.
- Recognize that **language is a powerful tool** in social justice education. Language changes as new issues and greater clarity develops. If you do correct language use, do so respectfully; if you are corrected, accept that correction respectfully.
- Make an effort to speak from **the position of "I"** (not the generalized "you" or "people") and to clarify any statements you make, using verifiable evidence and experience. Making a sweeping judgment on a class or group of people is not acceptable.
- **Address people without assuming their gender.** Some ways to do this:
 - Don't refer to groups as guys, ladies, women, men, etc.
 - Refer to individuals whose gender has not been disclosed to you in gender-neutral ways such as "the person who said..."
- Address people using the **gender pronouns** they have indicated for themselves.
- Provide discrete and succinct content warnings if you will be talking about topics that may be traumatic for some and the content is not already apparent. Examples of such topics include abuse, violence, addiction, suicide, mental health, and transphobia/homophobia/other forms of discriminatory behaviours. An example of wording could be, "Please note that there will be (x) content in my discussion."
- Respect your own and others' physical, mental, and emotional boundaries. Please speak up in a respectful way if you are uncomfortable, seek support if you want/need it, and engage in **self-care** as required and/or desired.

TECHNOLOGY: This is an online course. It is the responsibility of you, the student, to ensure that you have the appropriate technology to access the course.

It is your responsibility to check your email and log into the course website a minimum of 2-3 times per week.

Discussion Netiquette (Etiquette while on the Internet):

Any discriminatory postings *will not be tolerated*; these comments will be removed immediately and the student may be prohibited from participating in subsequent online discussions.

Discussion Forums: The idea of the discussion forums is to allow students to engage with each other about the module and assigned readings. You are required to respond to one another's comments and ideas.

Lurking: Don't "lurk"—which means reading messages without posting any comments or replies. Remember that you are expected to participate in the discussions.

Capital letters: Typing in all UPPER CASE LETTERS means that you are shouting in your message. Don't post messages all in upper case.

Audience: Remember that depending on the type of Discussion Board, your posting may be visible to the entire class. Be sensitive not to offend anyone deliberately, but be sure to express your own opinions as well.

Flaming: Intellectual disagreement is expected, but gives your classmates the same respect you would in the classroom. Avoid "flaming", or publicly attacking someone for her or his point of view.

Language: Please use good taste in your language. Also try not to use slang or web abbreviations (e.g. LOL). Since these are classroom discussion boards, they should take on a more formal tone than public forums on the Net.

FINAL GRADES:

Undergraduate: In accordance with the Carleton University Undergraduate Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+= 90-100; A= 85-89; A-=80-84;

B+=77-79; B=73-76; B-=70-72;

C+=67-69; C=63-66; C-=60-62;

D+=56-59; D=53-56; D-=50-52;

F= Below 50

Please note: All final grades are subject to the Dean's approval.

COPYRIGHT STATEMENT:

Please note: classroom teaching and learning activities, including lecture videos, discussion forums, etc., by instructors, guests and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, exams and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only.

Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

COURSE ACCOMMODATIONS

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 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: <https://carleton.ca/pmc/> 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 where 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/equity/sexual-assault-support-services>

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. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

INSTRUCTIONAL OFFENCES

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 can include a final grade of “F” for the course.

Read more about academic integrity here:

<https://carleton.ca/registrar/academic-integrity/>