

**Carleton University
Winter 2021
Pauline Jewett Institute of Women's and Gender Studies**

WGST [5907A]: *Researching Women's and Gender Issues*

Thursdays / 8.35am – 11.25am

**Location: *Courses will be delivered ONLINE for the Winter 2021 term*
*This course will be blended***

**Instructor: Dr. Amrita Hari
Email: amritahari@cunet.carleton.ca**

Office: N/A

Phone: (613) 520-2600 x. 2904

Classes: Every other Thursday, 10.00am-11.25am via Big Blue Button

Delivery: Blended

This course includes a mix of synchronous meetings and asynchronous activities. You should be prepared to meet via Big Blue Button. The asynchronous activities are available on the Brightspace course page, including lecture videos/slides, assignment details and dropboxes and relevant course announcements. This is intended to provide flexibility when we do not meet synchronously. You are expected to remain up to date with the deadlines and due dates provided in this syllabus. You will require reliable high-speed Internet access and a computer. Webcam and a headset with a microphone are recommended.

The synchronous component of the course involves meeting virtually every other week for 90 minutes, 10.00-11.25am via Big Blue Button to discuss your reflections on the course materials, progress on your individual graduate projects in relation to the course, any questions/concerns. Pay careful attention to the scheduled days and times below. You should use the BBB links provided under the relevant modules to join the session.

What is Brightspace?

Carleton University has [selected Brightspace by Desire2Learn as our new Learning Management System \(LMS\)](https://carleton.ca/brightspace/why-brightspace/) to replace cuLearn in the spring 2021 term. Ready more on why here: <https://carleton.ca/brightspace/why-brightspace/>

Carleton University will run a limited set of courses on the new Learning Management System, beginning in January 2021 through to April 2021, including this course. Learn more here: <https://carleton.ca/brightspace/pilot/>

If you are experiencing technological difficulties accessing any of the content in this course, you should contact ITS: <https://carleton.ca/its/contact/>. 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 instructor within the deadline.

Big Blue Button Class Meetings:

You can find support for BBB here:

<https://carleton.ca/culearnsupport/students/bigbluebutton/#tech99>

Please note that for Brightspace, the Big Blue Button room is available as part of the content for the relevant module. The room is ready for you to join.

We will meet for 90 minutes, 10.00 – 10.25am via Big Blue Button links under January 14, January 28, February 11, March 4, March 18, and April 1. I will also be available for hold drop-in ‘office hours’ right after class if/when requested.

Please email me to schedule an individual/private consultation. Use email as your primary mode of contact for 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 is structured as a blended learning graduate seminar to explore the various debates, aspects, implications and challenges of feminist research practices. We will delve into core issues within feminist epistemologies, methodologies and politics, and ways in which they are applicable across the social sciences and your own research interests.

Class Schedule and Readings:

Please see the Course Essentials section for a detailed class schedule, as well as required readings for each module. All required readings are available via ARES, which you can find under “Tools” in the navigation bar. You can also find an ARES link as part of the content for the relevant modules. 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.

Course evaluation

Assignment Title	Percentage of Final Grade	Due Date
Participation	N/A	10 – 11.25am via BBB on: January 14 January 28 February 11 March 4 March 18 April 8
Critical Reading Responses	50	12pm (noon) of your selected dates.
Research Grant Application	50	
Project Statement and Bibliography (15)		12pm (noon) February 11,
Final Application (35)		12pm (noon) April 8

Note: Use the appropriate assignment dropboxes for your submissions under “Course Essentials” >> “Assignment Dropboxes”

DESCRIPTION OF EVALUATION COMPONENTS

Participation

Participation is central for learning to occur in any learning environment; particularly as we all transition remote learning. You are highly encouraged to attend and lead the 90-minute bi-weekly class meetings via Big Blue Button, while remaining critical, thoughtful, and respectful towards the instructor and your peers. Regular attendance is expected, and students should notify the instructor in case of any conflicts.

Critical Reading Responses (50%)

Over the duration of the course, you are expected to complete **five** critical reading responses. Each response will be graded out of 10 marks, adding up to 50% of your final grade. You may

submit additional responses; your best five scores will be applied towards the final 50% of your grade. All critical reading responses are due by **12pm (noon) of the relevant module date.**

Use the appropriate assignment dropboxes for your submissions under “Course Essentials” >> “Assignment Dropboxes” on the Brightspace course page. The dropboxes are always available.

These responses are designed to allow students to demonstrate their understanding and critical evaluation of the course materials. They may be used to structure discussions during our class meetings.

Responses should be no more than **three double-spaced typewritten pages** in length. **You must attempt to address all the assigned readings in your response.** You can use the questions and suggestions below to guide your critical responses.

- How do the arguments presented in the readings relate to each other **OR** your own research interests?
- Do the arguments contradict/complement each other, if so, how?

Each response is a stand-alone piece of academic writing, meaning that you must have a single thesis statement or a short set of closely related points, which you will support by reasoning and evidence, drawing on the assigned texts with specific citations. All critical responses should also include **one well-conceived and well-defined discussion questions** related to the readings.

Research Grant Application (50%)

Although not all of you will not be writing a thesis or a research paper but this assignment is an opportunity for you to consider a hypothetical project and develop a skill you will need for any professional endeavor you choose to pursue after your MA in WGST.

For this class, we will be following the structure of the Social Science and Humanities Research Council (SSHRC) Insight Development Grants (http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/insight_development_grants-subventions_de_developpement_savoir-eng.aspx)

IDGs are start-up grants intended to support research in its initial stages, enabling researchers to develop new research questions, as well as experimentation with new methods, theoretical approaches and/or ideas. SSHRC suggests that proposed projects may involve, but are not limited to, the following types of research activities:

- Case studies;
- Pilot projects;
- Critical analyses of existing research

This is a cumulative assignment. You will submit a Project Statement and Bibliography (15%) via Brightspace by **12pm (noon) on Thursday 11 February, 2020** and the final application (35%),

adding up to 50% of your final grade should also be submitted via Brightspace by **12pm (noon) on Thursday 8 April, 2020 (final class)**.

Use the appropriate assignment dropboxes for your submissions under “Course Essentials” >> “Assignment Dropboxes” on the Brightspace course page. It is your responsibility to ensure that your submission is complete before the due date.

Project Statement and Bibliography (15%):

Your first task is to submit a statement of your selected project for grant application. In a 500-word description, you must include research objectives, a brief summary of current academic scholarship (context), proposed theoretical framework, and methods for your selected project. You must also include a bibliography. Note: Your ideas at this stage will be preliminary and subject to change before final submission.

Final Application (35%):

The final application should not exceed **10 typewritten double-spaced pages** (using 12-pt font), plus bibliography. Where appropriate, you should format the sections of the grant including headings, endnotes/footnotes, in-text citations, quotations, etc. using your selected citation style.

Your application must include the following components:

1. Title
2. Key words (maximum of 6)
3. Summary of proposed research (no longer than 250 words)
4. Detailed description of proposed project, including (no longer than 8 pages):
 - a. Research objectives/questions (0.5 page)
 - b. Theoretical framework (2-3 pages)
 - c. Context (i.e. your review of the literature) (2-3 pages)
 - d. Methodology and Methods (2-3 pages)
 - e. Bibliography (it can include literature you hope to further explore if funded)
5. Knowledge mobilization plan and expected outcomes summary (Maximum of 1 page)
 - This is the “so what” of your proposal. It should include your overall plan for engaging the appropriate audiences through appropriate activities. It should discuss the scholarly benefits, societal benefits and intended audiences.

You will receive a grade based on the quality of the proposal and feasibility of the project. You should consult SSHRC evaluation criteria provided on their website for guidance.

COURSE POLICIES

DUE DATES: Please check the Course Evaluation section above for relevant deadlines. Note that all assignment components must be submitted by 12pm (noon) of the specified/selected date.

SUBMISSIONS: All assignments must be submitted as a **word file (.docx)**; this is the only file format that will be graded. It is your responsibility to ensure you have the software to submit assignments this format. 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), will receive a zero. There will be no opportunities to resubmit after the assignment deadline has passed.

All due dates are noon (12pm), 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 the appropriate 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/>