

# JSGS 819: Gender and Public Policy

	UNIVERSITY OF REGINA CAMPUS	UNIVERSITY OF SASKATCHEWAN CAMPUS
<b>INSTRUCTOR:</b>		Alana Cattapan
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<b>OFFICE HOURS:</b>		Wednesdays 4:00-5:00pm or by appointment
<b>OFFICE LOCATION:</b>		Diefenbaker 152
<b>TERM:</b>		Fall 2017
<b>ROOM:</b>		Canada Room, Diefenbaker Building and via teleconference to Regina
<b>DATE AND TIME:</b>		1:00pm—4:00pm

## ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

The University of Saskatchewan is situated on Treaty Six Territory and the homeland of the Métis. The University of Regina is predominately situated in Treaty 4 Territory with a presence in Treaty 6 Territory. Treaty 4 is the traditional territory of the Cree, Saulteaux, Nakota, Lakota and Dakota peoples, and is also the homeland of the Métis people. Reconciliation and recognition are integral to ethical public policy making in Canada and are a starting point for discussions in this course.

## CALENDAR DESCRIPTION

The course will compare neo-classical and feminist approaches to the analysis of public policy. Students will examine the labour market and gender-based inequality; the family, with a particular focus on intra-household resource allocation; and will consider macro-economic issues and provide gender-based analysis in relation to public policy in Canada.

## LEARNING OBJECTIVES

- To improve students' capacity for collaboration, teamwork, and delegation through small and large group work
- To improve students' oral and written communication skills through written assignments, in-class activities, and class discussions

- To improve students understanding of how gender, race, and diversity are addressed in public policy (both historically and contemporaneously)
- To improve students' capacity for critical policy analysis through an understanding of gender, race, class, and other markers of identity in the policymaking process (both historically and contemporaneously)
- To improve students' knowledge of how various forms of oppression inform policymaking and to give students (collaboratively developed) strategies for change

## **COURSE CONTENT AND APPROACH**

This course takes a critical and intersectional approach to the study of gender and public policy. It examines how misogyny, racism, classism, ableism, colonialism, heterosexism and other forms of oppression have historically, and continue to inform public policy making. At its core, the course is intended to help students think critically and analytically about how public policy issues are framed in ways that privilege certain groups and marginalize others, that is, how marginalized groups are organized into, and out of policy processes.

To begin, the course will look at theories and concepts relevant to the study of gender and public policy, examining the relationship between gender, race, class, and identity and public policy making. Then, the course examines contemporary approaches to policymaking that account for gender and diversity, as well as relevant critiques. In the third group of sessions, it will turn to a selection of policy issues, interrogating how historical oppressions inform contemporary policy decisions and frameworks, combining domestic and international perspectives. The course will conclude by looking to the work of critical scholars and activists committed to change, and the ways that alternative approaches to policy making might be achieved.

**You are expected to do all of the readings for each week and to come prepared to discuss all of the week's readings at length.**

## **COURSE OUTLINE AND REQUIRED READINGS**

**All readings will be made available via Blackboard [BB] or by following the links provided [ON] (see below).**

**A note about sensitive subject matter:** Some of the topics and issues we will cover over the course of the term may be very personal, and may evoke strong responses in you or others. Please take care to engage in classroom discussion in ways that take this into account, and are respectful of a range of experiences and perspectives. If particular circumstances may prevent you from participating fully in the class, or a particular class discussion, please let me know as soon as possible so that we can make alternative arrangements.

## **Section A: Theorizing Gender in Public Policy**

### **Session 1 – Introduction (January 10, 2018)**

**Topics:** *Overview of the course, introduction to the topics and key concepts, understanding public policy*

**Required Readings:**

- [BB] Pal. Leslie. 1997. "Chapter 1: Policy Analysis: Concepts and Practice." *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. Toronto: Nelson Education.
- [BB] Cohen, Marjorie Griffin, and Jane Pulkingham. 2009. "Introduction: Feminist Public Policy in Canada." *Public Policy for Women: The State, Income Security, and Labour Market Issues*. pp. 3-23.
- [BB] Wunker, Erin. 2016. "Introduction: Some Notes for You, Reading." Notes from a Feminist Killjoy. Toronto, ON: Bookthug. pp. 1-12.

### **Session 2 – Understanding Sex and Gender (January 17, 2018)**

**Key questions:** *What are the ideas about sex and gender that inform contemporary understandings of "gender" and "sex" in public policy? How does gender relate to race, class, colonialism, and other markers of identity?*

**Required Readings:**

- [BB] Young, Iris Marion. 1984. "Gender as Seriality: Thinking about Women as a Social Collective." *Signs* 19(3): 713–38.
- [ON] Jones, El. 2017. "Still We Rise." <https://www.halifaxexaminer.ca/featured/el-jones-still-we-rise/>
- [BB] Connell, Raewyn. 1995. "The History of Masculinity." In *Masculinities*, 2<sup>nd</sup> Ed. Policy: Cambridge, UK. pp. 185-203.
- [BB] Mohanty, Chandra Talpade. 1984. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Boundary 2*. Vol. 12/13. pp. 333-358.

- [BB] Monture, Patricia A. 1986. "Ka-Nin-Geh-Heh-Gah-E-Sa-Nonh-Yah-Gah." *Canadian Journal of Women and the Law* 2: 159-170.
- [BB] Namaste, Viviane. 2005. "Sex Change, Social Change: Reflections on Identity and Institutions." *Sex Change, Social Change: Reflections on Identity, Institutions, and Imperialism*. Toronto, ON; Women's Press. pp. 12-33.

## **Section B: Contemporary Policy Approaches**

### **Session 3 – Gender Based Analysis ("Plus") and Intersectionality (January 24, 2017)**

**Key questions:** *What is gender based analysis (plus)? What is intersectionality? How can these approaches to addressing gender and diversity be implemented in public policy research and analysis? What concerns do they raise?*

**Required Readings:**

- [ON] Government of Canada. GBA+ Course – <http://www.swc-cfc.gc.ca/gba-acs/index-en.html> (Work through the Government of Canada Gender based analysis plus course by following the link above. Complete the course, and bring your certificate to class)
- [BB] Grace, Joan. 1997. "Sending Mixed Messages: Gender-Based Analysis and the "Status of Women." *Canadian Public Administration* 40(4): 582-598.
- [BB] Brodie, Janine. 2007. "Canada's 3-D's: The Rise and Decline of the Gender-Based Policy Capacity," in Marjorie Griffin-Cohen and Janine Brodie, eds., *Remapping Gender in the New Global Order*. London: Routledge. pp. 166-184.
- [BB] Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." *Stanford Law Review* 43(6):1241–99. (See also, [https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality) )
- [BB] Hankivsky, Olena et. al. 2012. "Introduction" and "Intersectionality-Based Policy Analysis." *An Intersectionality-Based Policy Analysis Framework*. Vancouver, BC: Institute for Intersectionality Research and Policy. pp. 7-45.

#### Session 4 – WPR, and Rights, and Storytelling (January 31, 2018)

**Key questions:** *What other approaches to policy research and analysis have been used to address gender and diversity? How can these augment, improve, or expand on gender based analysis (plus) and intersectionality? When and how might these different approaches be used?*

- [BB] Marshall, Catherine. 2005. “Dismantling and Reconstructing Policy Analysis.” *Feminist Critical Policy Analysis I: A Perspective from Primary and Secondary Schooling*. Catherine Marshall, ed. London: The Falmer Press. pp. 1-40.
- [BB] Bacchi, Carol. 2012. “Introducing the ‘What’s the Problem Represented to Be?’ Approach.” *Engaging with Carol Bacchi: Strategic Interventions and Exchanges*. Angelique Bletsas and Chris Beasley, eds. Adelaide, AU: University of Adelaide Press. pp. 21-24.
- [BB] Spade, Dean. 2015. “What’s Wrong with Rights?” *Normal Life*, 2nd Ed. Durham, NC and London, UK: Duke University Press. pp. 79-99.
- [BB] Scott, Joan. 1991. “The Evidence of Experience.” *Critical Inquiry* 17(4): 773-797.
- [BB] Razack, Sharene. 1999. “The Gaze from the Other Side: Storytelling for Social Change.” *Looking White People in the Eye: Gender, Race, and Culture in Courtrooms and Classrooms*. Toronto, ON: University of Toronto Press. pp. 36-55.

#### Session 5 – Apologies, Recognition, and Reparations (February 7, 2018)

##### *Storytelling for Policy Change Due*

**Key questions:** *What is the role of apologies and reparations in contemporary, intersectional policy agendas? When and how should recognition, apologies, and reparations be used? What are the benefits and limits of these approaches?*

- [BB] Glen Sean Coulthard. 2007. “Subjects of Empire: Indigenous Peoples and the ‘Politics of Recognition’ in Canada.” *Contemporary Political Theory*. 6(4): 437-460.
- [BB] James, Matt. 2004. “Recognition, Redistribution and Redress: The Case of the “Chinese Head Tax.” *Canadian Journal of Political Science*. 37(4): 883-902.
- [ON] Miyagawa, Mitch. 2009. “A Sorry State.” *The Walrus*.  
<http://thewalrus.ca/a-sorry-state/>

- [ON] Ta-Nehisi Coates. 2017. “The Case for Reparations.” *The Atlantic* <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/> (Note: you may have to search or copy the link – link doesn’t click through well from the syllabus document).
- [ON] Rubio-Martin. 2007. “Introduction.” *What Happened to the Women?: Gender and Reparations for Human Rights Violations*. New York, NY: Social Science Research Council. pp. 20-47.

## **Section C: (Some) Problems with the Present**

### **Session 6 – Housing (February 14, 2018)**

**Key questions:** *How does public policy understand the history and experience of those necessitating state support for housing/shelter? What are the relationships between systemic forms of oppression and housing policy – both historic and contemporaneous? What possibilities can you imagine for change?*

#### **Required readings:**

- [BB] Finkel, Alvin. 2005. “Housing and State Policy: 1945-1980.” *Social Policy and Practice*. Waterloo: Wilfrid Laurier Press. pp. 221-247.
- [BB] Nelson, Jennifer J. 2000. “The Space of Africville: Creating, Regulating, and Remembering the Urban ‘Slum’.” *Canadian Journal of Law and Society* 15(2): 163-185.
- [BB] Kawash, Samira. 1998. “The Homeless Body.” *Public Culture* 10(2):319-339.
- [ON] Madden, David. 2017 (June). “Deadly Cityscapes of Inequality.” *The Sociological Review (Blog)*. <https://www.thesociologicalreview.com/blog/deadly-cityscapes-of-inequality.html>
- [ON] Obamsawin, Alanis. 2012 *The People of the Kattawapiskak River*. [https://www.nfb.ca/film/people\\_of\\_kattawapiskak\\_river/](https://www.nfb.ca/film/people_of_kattawapiskak_river/)
- [ON] Government of Canada. 2017. “National Housing Strategy: A Place to Call Home.” <https://www.placetocallhome.ca/> (download and read the strategy).

\*\*\*No class on February 21 for reading week\*\*\*

### Session 7 – Constructing Dis/ability (February 28, 2018)

**Key questions:** *How does public policy reflect, interpret, and construct the experience of people with disabilities? How is disability understood in public policy? What are the relationships between systemic forms of oppression and policy that addresses disability, both in Canada and abroad? What possibilities can you imagine for change?*

#### **Required Readings:**

- [BB] Steinstra, Deborah. 2012. "Introduction" and "Chapter 1." *About Canada: Disability Rights*. Halifax, NS: Fernwood Press.
- [ON] Fritsch, Kelly. 2014. "Beyond the Wheelchair." *Briarpatch*.  
<https://briarpatchmagazine.com/articles/view/beyond-the-wheelchair>
- [BB] Frazee, Catherine, Joan Gilmour, and Roxanne Mykitiuk. 2006. "Now You See Her, Now You Don't: How Law Shapes Disabled Women's Experience of Exposure, Surveillance, and Assessment in the Clinical Encounter." *Critical Disability Theory: Essays in Philosophy, Politics, and Law*. Dianne Pothier and Richard Devlin, eds. Vancouver, BC: University of British Columbia Press. pp 223-247.
- [ON] Puar, Jasbir. 2017. "Hands Up, Don't Shoot!" *The New Inquiry*.  
<https://thenewinquiry.com/hands-up-dont-shoot/>
- [ON] Joffe-Walt, Chana. 2013. "Trends with Benefits." (Read article or listen to podcast) <http://apps.npr.org/unfit-for-work/> (article)  
<https://www.thisamericanlife.org/radio-archives/episode/490/trends-with-benefits> (podcast)

### Session 8 – Immigration (March 7, 2018)

#### **Paper/Report Proposals Due**

**Key questions:** *What is the purpose of immigration policy in Canada (and elsewhere)? What is the effect of immigration policy, past and present, on other areas of public policy? What are the relationships between systemic forms of oppression and immigration policy? What possibilities can you imagine for change?*

**Required Readings:**

- [BB] Fleras, Augie. 2009. "Who Got In? Who Gets In? Continuity and Change in Canada's Immigration Policy." *Immigration Canada*. Vancouver, BC: UBC Press. pp. 76-118.
- [BB] Carens, Joseph. 1987. "Aliens and Citizens: The Case for Open Borders." *The Review of Politics* 49(2): 251-273.
- [ON] Wong, Jan. 2014. "Canada's Birthright Citizenship Policy Makes Us a Nation of Suckers." *Toronto Life*.  
<https://torontolife.com/city/jan-wong-canada-birthright-citizenship-nation-of-suckers/>
- [BB] Dobrowolsky, Alexandra. 2008. "Interrogating 'invisibilization' and 'instrumentalization': Women and Current Citizenship Trends in Canada." *Citizenship Studies* 12(5): 465-479.
- [BB] El-Lahib, Yahya. "The Inadmissible 'Other': Discourses of Ableism and Colonialism in Canadian Immigration Policy." *Journal of Progressive Human Services* 26(3): 209-228.
- [ON] Canada, Prime Minister's Office. 2017. "Minister of Immigration, Refugees, and Citizenship Mandate Letter."  
<https://pm.gc.ca/eng/minister-immigration-refugees-and-citizenship-mandate-letter>

**Session 9 – No class (March 14, 2018)**

(We will have group meetings about your papers by appointment during this week.  
To make up this time, we will also have an extended class on March 28)

**Session 10 – On Reproduction (March 21, 2018)**

**Key questions:** *How do policies related to reproductive health work to reinforce (and contest) systemic forms of oppression? How are gender, race, class, and other markers of identity themselves reproduced through the governance of fertility/infertility? What possibilities can you imagine for change?*

**Required Readings:**

- [BB] Rebick, Judy. 1993. "Is the Issue Choice?" *Misconceptions: The Social Construction of Choice and the New Reproductive and Genetic Technologies*, eds. Gwynne Basen, Margrit Eichler, and Abby Lippman, 1:87–89. Hull, QC: Voyageur. pp 87-89.

- [BB] Roberts, Dorothy. 1997. "Introduction." *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Pantheon Books. pp. 3-21.
- [BB] Gilbert, Daphne, and Diana Majury. 2006. "Infertility and the Parameters of Discrimination Discourse." In *Critical Disability Theory: Essays in Philosophy, Politics, Policy and Law*, edited by Dianne Pothier, 285–304. Vancouver: UBC Press. pp. 285-304.
- [ON] Ross, Loretta. "What Is Reproductive Justice?" The Pro-Choice Public Education Project. Accessed March 28, 2015. <http://www.protectchoice.org/section.php?id=28>.
- Dyck, Erika, and Maureen Lux. 2016. "Population Control in the 'Global North': Canada's Response to Indigenous Reproductive Rights and Neo-Eugenics." *Canadian Historical Review* 97(4): 481-512.

## **Section D: Imagining (Feminist, Anti-Racist...) Futures**

### **Session 11 – Student-selected topic (March 28, 2018)**

**Topics:** For this class, we will be examining topics that were underexplored over the course of the term or were not included in the syllabus that are of interest to the class. The topics and readings will be selected by the class over the course of the term.

**Required Readings:**

- TBA (readings will be made selected by week 8, and made available online)

### **Session 12/13 – Enacting Social Justice in Public Policy (April 4, 2018 – extended class)**

***Final papers due, presentations***

**Key questions:** *How should policies be implemented and evaluated? What are the challenges to doing so effectively?*

**Required Readings:**

- [ON] Ahmed, Sara. "Wiggle Room." *Feminist Killjoys (Blog)*.
  - <https://feministkilljoys.com/2014/09/28/wiggle-room/>
  - <https://feministkilljoys.com/2016/07/12/evidence/>
- [BB] Lorde, Audre. 1984. "The Transformation of Silence into Action." *Sister/Outsider*. Berkeley, CA: The Crossing Press. pp. 40-44

## ASSIGNMENTS AND EVALUATION:

### Overview:

- Participation 10%
- Critical Reading Responses 30% (3\*10%)
- Seminar Facilitation 10%
- Storytelling for Policy Change 20%
- Research Paper/Policy Report 30% (20% paper, 5% proposal, 5% presentation)

### Description of Assignments:

All written assignments should be typed, double spaced, in 12pt Times New Roman font and must follow a recognized citation style (MLA, APA, or Chicago style). Proofread carefully, as grammar and clarity of language are important to conveying your ideas well.

- **Participation:** The success of this course is dependent on student preparation for class, and engagement in class discussion. This is reflected in that 10% of the course grade is dedicated to thoughtful, engaged class participation. Students should be prepared to engage in class activities and to offer their insights on the readings.
- **Seminar Facilitation:** Each student is responsible for leading a class discussion during one seminar. This will include introducing the readings with a 20-minute presentation, followed by several questions to promote class discussion. Presentations should not summarize the readings, but rather should review their major arguments and themes, identifying areas of convergence, tension, and points of interest. Topics will be chosen during the second week of class.
- **Critical Reading Responses:** For any three of the weeks between Sessions 2 and 9, students will produce a critical reflection on some or all of the week's readings. The reflection papers should be no more than 500 words, and are due the week the topic is discussed in class. The reading responses should be a way for you to delve more deeply into ideas from the readings that you find particularly compelling or that otherwise pique your interest. You can respond to any aspect of the readings from the week in question. Focus on one or two ideas, you don't have room for more! And while you can include a very (very, very, very) brief summary in order to contextualize your idea, these should not be summary paper. Instead, you should take a position on some idea from the readings, or reflect on a concept, or raise a question.
- **Storytelling for Policy Change:** In 800 words or less, (inspired by Sharene Razack's "The Gaze from the Other Side") tell your story (or a story that you are familiar with) of an encounter with the policy of a local government or institution. Key policies include

provincial changes to transportation, parking policy, garbage removal, residential tenancy legislation, and others. What public policies affect your daily life? Interrogate experiences of encountering privilege or discrimination (or observing the same), in relation to public policy. How could the situation be improved? Describe the encounter, and identify how the policy issue could be better understood or addressed.

This assignment should not be written in a formal academic style, but rather should be narrative and argumentative, and written for a lay audience, like a newspaper editorial, or a blog post. Write carefully and succinctly, but with non-experts in mind. No external sources are required, but if you are speaking about a specific public policy, want to speak about the policy in comparative perspective (i.e. in relation to similar policies elsewhere) or do want to cite the work of others, please include the citations in a bibliography or footnotes. **(Due February 7, 2018).**

- **Research Paper/Policy Report (+ proposal and presentation):** Students are required to write 10-12 pages on a topic related to the course. This may either be designed as a research paper or a report on a policy problem. These options will be further described in class. In either case, a research paper, and therefore requires consultation with a variety of academic sources, in addition to primary research. You are strongly encouraged to choose your topic early in the term, and to meet with me to discuss your ideas (and with your colleagues!). Students will present their paper to the class during the last week of class. More details will be provided in class.

A 1-2 page proposal for this assignment is due by **March 7, 2018**. It should identify the topic of your paper, the main ideas it is going to address, and a working bibliography. I will not accept any final papers for which I have not received a proposal.

### JSGS Grade Descriptors

85+	<p>An excellent performance with consistent strong evidence of:</p> <ul style="list-style-type: none"> <li>• a comprehensive, incisive grasp of the subject matter;</li> <li>• an ability to make insight critical evaluation of the material given;</li> <li>• an exceptional capacity for original, creative, and/or logical thinking;</li> <li>• an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</li> <li>• an excellent ability to apply theories to real-world problems and intersect with related disciplines</li> </ul>
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80-85	<p>A very good performance with strong evidence of:</p> <ul style="list-style-type: none"> <li>• a comprehensive grasp of the subject matter;</li> <li>• an ability to make sound critical evaluation of the material given;</li> <li>• a very good capacity for original, creative and/or logical thinking;</li> <li>• an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</li> <li>• a strong ability to apply theories to real-world problems and intersect with related disciplines</li> </ul>
75-80	<p>A good performance with evidence of:</p> <ul style="list-style-type: none"> <li>• a substantial knowledge of the subject matter;</li> <li>• a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;</li> <li>• some capacity for original, creative, and/or logical thinking;</li> <li>• a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner;</li> <li>• some ability to apply theories to real-world problems and intersect with related disciplines</li> </ul>
70-75	<p>A generally satisfactory and intellectually adequate performance with evidence of:</p> <ul style="list-style-type: none"> <li>• an acceptable basic grasp of the subject material;</li> <li>• a fair understanding of the relevant issues;</li> <li>• general familiarity with the relevant literature and techniques;</li> <li>• an ability to develop solutions to moderately difficult problems related to the subject material;</li> <li>• a moderate ability to examine the material in a critical and analytical manner</li> </ul>
0-69	Unsatisfactory performance

N.B.: The average of a JSGS course should normally fall in the range of 78-80 but it may vary with circumstances.

## **CLASSROOM AND ASSIGNMENT POLICIES**

### **Late Assignments**

Assignments are due within the first ten minutes of the class (on the date they are due). They must be emailed as a Word or .pdf. document. Late assignments will not be accepted unless prior arrangements have been made. If you encounter extenuating circumstances that will interfere with your ability to complete assignments on time, please contact me as soon as possible. Plan accordingly.

## Academic Integrity

Understanding and following the principles of academic integrity and conduct as laid out in the relevant academic integrity guidelines are vital to your success in this course. See:

- University of Saskatchewan's Guidelines for Academic I (available at [www.usask.ca/university\\_secretary/council/reports\\_forms/reports/guide\\_conduct.php](http://www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php))
- University of Regina Policy and Procedures Regarding Academic Misconduct -- <https://www.uregina.ca/gradstudies/current-students/grad-calendar/policy-univ.html>

Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important, to acknowledge the ideas, words, and phrases of others properly is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.

## Students Needing Accommodations

Students may need all different kinds of accommodations for different reasons. You may be experiencing stress, or be pregnant, or require religious accommodations, or have a disability (physical, medical, learning, psychiatric, or other) that requires some modifications of the course elements. There are many reasons you might need some elements of the course to be modified, so please write to me, or meet with me as early as possible, wherever appropriate so that I can make accommodations.

There are also various services available to assist with accommodations and other services you might need. Disability Services for Students (DSS) can be reached at 966-7273 or you can find out more about their services here -- <https://students.usask.ca/health/centres/disability-services-for-students.php>. If you think you might need their services for any reason, I encourage you to contact them as soon as possible. In Regina, please contact the Coordinator of Special Needs Services at (306) 585-4631.

Students in this course who are experiencing stress or otherwise may want to speak to a counsellor can seek assistance from the University of Saskatchewan Student Counselling Services. For more information, visit <https://students.usask.ca/health/centres/counselling-services.php>, or call (306) 966-4920 between 8:30 a.m. to 4:30 p.m. Monday to Friday. In Regina, please seek assistance from the University of Regina Counselling Services: <http://www.uregina.ca/student/counselling/contact.html>, or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Monday to Friday.

Please note that wherever possible, I am happy to provide alternate formats to readings, integrating different approaches to teaching, and otherwise ensure that our classroom is an

inclusive and accessible space. Please feel free to discuss any concerns about learning accommodations with me.

### **Technology in the classroom**

This is a seminar style class, and most of the knowledge you will gain will be from engaging with your colleagues in discussion about the course readings. Laptops, tablets, and phones are pretty distracting, and it is often hard to resist temptation to check email or otherwise when there is a moment of silence. I strongly discourage the use of technological devices in the classroom (unless you have a disability or other reason that might necessitate their use), and if you are going to use them, I encourage you to turn off WiFi or otherwise install a blocking apps and to turn them on (Freedom, or SelfControl are two great apps) to help you resist going online during class. And please ensure that you turn off your phone or put it on silent (turn on airplane mode if you can), again, to ensure that you can focus and engage with your colleagues as effectively as possible.

### **Children in Class**

Children are an important part of many people's lives and many students who are parents (like those who are not) seek to balance their lives at work, at home, and in the classroom. I intend for my classroom to be an accommodating place that supports students who are caregivers and parents. This policy comes from Dr. Melissa Cheyney from Oregon State University, and I adopt (and adapt) it here with permission:

- 1) All breastfeeding babies are welcome in class as often as is necessary. I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- 2) For older children and babies, unforeseen disruptions occur, and I don't want you to be in the position of having to choose between missing class to stay home with a child or leaving them with someone you (or your child) is uncomfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

- 5) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.