

REVISED COURSE OUTLINE (AS OF JANUARY 13, 2020)

**University of Waterloo
Department of Political Science
PSCI 671 (and PSCI 490)
The Body Politic
Winter 2020
Mondays 8:30-11:30am, HH 345**

Instructor Information

Instructor: Dr. Alana Cattapan
Office: HH 355
Office Phone: 519-888-4567 ext 36566
Office Hours: Tuesdays 10am-12pm
Email: acattapa@uwaterloo.ca
Skype: @arcattapan

Acknowledgement of Traditional Territory

The University of Waterloo (including the Waterloo, Kitchener, and Cambridge campuses) is situated on the Haldimand Tract, land that was promised to the Haudenosaunee of the Six Nations of the Grand River, and is within the traditional territory of the Neutral, Anishinaabeg, and Haudenosaunee peoples.

Course Description

This course examines the body as a site of governance in politics and public policy. Through the study of groups of bodies (e.g., radicalized bodies, Indigenous bodies, pregnant bodies) and body parts (e.g., blood, teeth, organs) the course identifies critical links between embodiment, politics, and power.

Approach to the Course

This course understands the governance of the body in at least two ways. First, governance occurs on groups of bodies, with power exerted to control people on the basis of shared physiological traits (imagined or real) and behaviours assumed to relate to those traits. Second, governance occurs on individual bodies, with power exerted in relation to a specific body part, fluid, or tissue. Throughout the course, we will examine a group and then a related body part, fluid, or tissue in turn, connecting the governance of groups to individuals to understand the relationship between bodies, politics, and power.

Each class will include a presentation on the required readings (either by the professor or students), as well as a sustained discussion. You are expected to do ALL of the readings for each week and to come prepared to discuss them at length. The last hour or so of each class will typically be dedicated to a skills-building workshop (i.e., collaborative editing, publication, writing book reviews, etc.) or alternatively, hearing from key experts or engaging with multimedia materials on issues relevant to the course.

Course Objectives:

Upon completion of this course, students should be able to:

- Explain specific relationships between macro and micro approaches to the governance of the body
- Describe key concepts in body studies and identify their relevance for political science/policy studies
- Analyze the influence of policy decisions about the body on broader notions of equality
- Theorize how intersectionality informs the governance of the body/marginality
- Apply their understanding of body politics in ways appropriate for different audiences and venues (e.g., blog posts, book reviews, essays, presentations)

Required Texts:

All readings will be available through LEARN (LN) or online (ON). It is your responsibility to download these articles or book chapters and read them ahead of class time.

Course Requirements and Assessment:

Assessment	Weighting	Due Date/Date of Evaluation
Participation	15%	Throughout
Class facilitation	15%	Variable
Blog post	15%	January 27, 2020
Book review	25%	March 2, 2020
Final assignment	30%	March 30, 2020

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) unless other directions are given. Proofread carefully, as grammar and clarity of language are important to conveying your ideas well. All assignments are due in hard-copy in the first ten minutes of the class in which they are due.

- **Participation (15%):** The success of this course is dependent on student preparation for class, and engagement in class discussion. This is reflected in that 15% of the course grade is dedicated to thoughtful, engaged class participation. Students should be prepared to engage in class activities, to ask questions of one another, to take initiative in facilitating discussion, to engage in active listening, and to offer their insights on the readings.
- **Seminar Facilitation (15%):** Students are each responsible for working in groups to lead discussion during one seminar. This will include introducing the readings with a 20-minute presentation, followed by the facilitation of discussion (including asking questions to promote conversation). Presentations should not summarize the readings or examine them in turn, but rather should identify how the readings contribute to our understanding of course themes, identifying areas of convergence, tension, and points of interest. Groups and topics will be selected during the second class (Session 2). Students will be marked on: understanding of the key ideas of the assigned materials, creativity/style, and analysis of the materials within the context of the course (i.e. link to other ideas, course materials, current events, course themes).
- **Blog Post (15%):** Each student will write a 700-1000 word blog post on a contemporary issue in “body politics” with a specific publication venue in mind. Students will be responsible for identifying a relevant venue, bringing a preliminary draft to class, engaging in collaborative editing with other students, and a final submission. Students will also have an opportunity to revise their essays and to engage in an in-class workshop designed to help them publish their blogs.
- **Book Review (25%):** Students will write a review of a new or classic book in “body politics” with a specific publication venue in mind. The length of the book review will depend on the venue that the student identifies. This assignment includes bringing a preliminary draft to class, engaging in collaborative editing with other students, and a final submission. Students will also have an opportunity to revise their book reviews and to engage in (another) in-class workshop designed to help them publish their book reviews.
- **Final Assignment (5% proposal + 25% final submission = 30%).** Students will complete a final assignment of their choosing, which may be a final essay, a policy report, a photo essay, a podcast, or another creative or academic intervention. The work should be equivalent to that which would be required for a 3,000 word research essay and students will submit a proposal for their work that they will present in class, justifying their choice of project, proposing evaluation criteria, and outlining their general argument and framework.

Course Summary

	Date	Topic	Assignments due	Workshop/ Guest speaker (GS)
1	January 6	Introduction/Theory I		Revisiting the syllabus
2	January 13	Theory II: Wrong Bodies and “Ideal Citizens”		Writing blog posts
3	January 20	Invisibility I: Poor Bodies	Draft blog post	Collaborative editing
4	January 27	Invisibility II: Teeth	Blog posts	Blog publication
5	February 3	Disposability I: Racialized Bodies		(GS) TBD
6	February 10	Disposability II: Skin		Writing book reviews
----	Reading week			
7	February 24	Erasure I: Indigenous Bodies	Draft book review	Collaborative editing
8	March 2	Erasure II: Blood	Book review	Book review publication
9	March 9	Risk/Responsibility I: Pregnant Bodies	Final assignment proposal	Proposal presentations
10	March 16	Risk/Responsibility II: The Uterus		(GS) TBD
11	March 23	Student-led inquiry	Draft final assignment	Collaborative editing
12	March 30	Rethinking the Body/Conclusions	Final assignment	Course review

Course Policies and Information

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](#).

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](#).

Late Work

Assignments are due in hard copy in the first ten minutes of the class (on the date they are due). 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.

Cross-listed Course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Attendance Policy

I expect students to make my courses a priority, but I also understand that it is not the only priority in your lives. If something **urgent or important** comes up and you cannot attend class, or if you are unwell, please let me know by sending me an email as soon as you can.

Technology Policy

My own experience as an instructor has been that students are often distracted by their nearby devices, especially when there are longer presentations of material and it is usually better just to put them away to help everyone focus and stay on task. To this end, electronic devices are permitted in this class, but not during students' presentations, or during group discussions. For the most part, phones, laptops, and tablets should be off during class. Please bring a pen/pencil and paper to class to take notes during presentations/group discussions and to participate in relevant class activities.

Note for Students with Disabilities

Learning occurs differently for different people, and students may experience different kinds of challenges at different times in the term or on an ongoing basis. Students who have physical, medical, learning, or psychiatric disabilities (or other needs) that require accommodations should advise me as soon as possible where appropriate, so accommodations can be made.

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Please note that wherever possible, I am happy to provide alternate formats for course materials, integrating different approaches to teaching or otherwise do what I can to ensure that our classroom is an inclusive and accessible space.

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 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.

Course Outline

Session 1 -- Introduction/Theory I (January 6, 2020)

Topics/Key questions	<ul style="list-style-type: none"> • Course overview • How does embodiment inform the study of politics? • Why does intersectionality matter for body studies? For political science? • How do bodies inform the creation of political subjects and subjectivities?
Assignments due	<ul style="list-style-type: none"> • None
Required readings	<ul style="list-style-type: none"> • (LN) Ahmed, Sara. 2000. "Embodying Strangers." In <i>Strange Encounters: Embodied Others in Post-Coloniality</i>. New York: Routledge. pp. 38-55.
Workshop	<ul style="list-style-type: none"> • Revisiting the syllabus

Session 2 -- Theory II: Wrong Bodies and "Ideal" Citizens (January 13, 2020)

Topics/Key questions	<ul style="list-style-type: none"> • Where does the notion of the "ideal body" come from? • What does Sullivan (and others) mean by "the wrong body"? • What is the relationship between physical embodiment, morality, and access to the rights of citizenship?
Assignments due	<ul style="list-style-type: none"> • None
Required readings	<ul style="list-style-type: none"> • (LN) Rose, Nikolas, and Carlos Novas. 2005. "Biological Citizenship." In <i>Global Assemblages: Technology, Politics and Ethics as Anthropological Problems</i>, edited by Aihwa Ong and Stephen J. Collier, 439–463. Oxford: Blackwell. • (LN) Bacchi, Carol Lee, and Chris Beasley. "Citizen Bodies: Is Embodied Citizenship a Contradiction in Terms?" <i>Critical Social Policy</i> 22, no. 2 (2002): 324–52. • (LN) Sullivan, Nikki. "The Role of Medicine in the (Trans)Formation of 'Wrong' Bodies." <i>Body & Society</i> 14, no. 1 (2008): 105–16.

	<ul style="list-style-type: none"> • (ON) Elliot, Carl. 2000. "A New Way to Be Mad." <i>The Atlantic</i>. https://www.theatlantic.com/magazine/archive/2000/12/a-new-way-to-be-mad/304671/
Workshop	<ul style="list-style-type: none"> • On writing blog posts. To prepare for class watch: Ditchburn, Jennifer, and Shannon Sampert. Webinar: How to Write an Op-Ed. 2018. https://irpp.org/video/webinar-write-op-ed/

Session 3 – Invisibility I: Homeless Bodies (January 20, 2020)

Topics/Key questions	<ul style="list-style-type: none"> • What assumptions about the bodies of poor people inform political decision-making? What does it mean to be without stable housing? Without stable income? • Why is homelessness often described as "hidden from public view" or an "invisible" problem?
Assignments due	<ul style="list-style-type: none"> • Draft blog posts
Required readings	<ul style="list-style-type: none"> • (LN) Kawash, Samira. 1998. "The Homeless Body." <i>Public Culture</i> 10(2):319-339. • (ON) Desmond, Matthew. 2016. <i>Evicted</i> (excerpt – "Forced Out"). New York: Penguin/Random House. https://www.newyorker.com/magazine/2016/02/08/forced-out • (ON) Verman, Alex. 2019. "The Loud Silence of Queer Poverty." <i>Briarpatch Magazine</i>. https://briarpatchmagazine.com/articles/view/the-loud-silence-of-queer-poverty • (ON) Obamsawin, Alanis. 2012 <i>The People of the Kattawapiskak River</i>. https://www.nfb.ca/film/people_of_kattawapiskak_river/ • [ON] Green, Carla. 2017. "The Containment Plan." <i>99 Percent Invisible</i>. (podcast) https://99percentinvisible.org/episode/the-containment-plan/
Workshop	<ul style="list-style-type: none"> • Collaborative editing of blog posts (don't forget to bring your draft blog post to class...)

Session 4 -- Invisibility II: Teeth (January 27, 2020)

Topics/Key questions	<ul style="list-style-type: none"> • What do "beautiful" teeth look like? Are they the same as "healthy" teeth? What institutions and structures enable this view? • What is the relationship between oral health, poverty, and social justice?
Assignments due	<ul style="list-style-type: none"> • Blog posts
Required readings	<ul style="list-style-type: none"> • (ON) Smarsh, Sarah. "There is No Shame Worse Than Poor Teeth in a Rich World." <i>Aeon Magazine</i>. 23 October 2014. https://aeon.co/essays/there-is-no-shame-worse-than-poor-teeth-in-a-rich-world.

	<ul style="list-style-type: none"> • (ON) Glasser, Hana. 2017. "An Adorable Swedish Tradition Has its Roots in Human Experimentation." https://www.atlasobscura.com/articles/an-adorable-swedish-tradition-has-its-roots-in-human-experimentation • (LN) Khalid, Abeer, and Carlos Quiñonez. 2015. "Straight, White Teeth as a Social Prerogative." <i>Sociology of Health & Illness</i> 37.5: 782–96. • (ON) Kingston, Anne. "How Bad Teeth Are at the Root of Income Inequality in Canada." <i>Maclean's</i>. 6 November 2017. https://www.macleans.ca/society/how-bad-teeth-are-at-the-root-of-income-inequality-in-canada/ • (ON) Zelinker, Rachel. "Lack of community dental services takes painful toll on Nunavut community." <i>CBC Online</i> 26 August, 2016. https://www.cbc.ca/news/canada/north/arviat-dental-service-1.3736224
Workshop	<ul style="list-style-type: none"> • Publishing your blog

Session 5 -- Disposability I: Racialized Bodies (February 3, 2020)

Topics/ Key questions	<ul style="list-style-type: none"> • How do we come to understand certain groups and individuals as "racialized"? What does racialized even mean? • How do social structures and institutions create racialized experiences? (e.g., why was what occurred in Africville legal?) • How do, following Razack, do populations come to be read as "disposable"? What does that mean for individuals? How is disposability read onto the body?
Assignments due	<ul style="list-style-type: none"> • None
Required readings	<ul style="list-style-type: none"> • (LN) Thompson, Debra. 2016. "Transnational Biological Racism." <i>The Schematic State</i>. Cambridge, UK: Cambridge University Press. pp. 50-91. • (LN) Nelson, Jennifer J. 2000. "The Space of Africville: Creating, Regulating, and Remembering the Urban 'Slum'." <i>Canadian Journal of Law and Society</i> 15(2): 163-185. • (LN) Razack, Sherene. 2017. "Human Waste and the Border: A Vignette." <i>Law, Culture and the Humanities</i>. pp. 1-13. • (LN) Mitchell, David T., and Sharon L. Snyder. "The Eugenic Atlantic: Race, Disability and the Making of and International Science." In <i>Cultural Locations of Disability</i>, 100–129. Chicago and London: University of Chicago Press, 2006. • (ON) Moniruzzaman, Monir, Heather Dewey-Hagborg, Camille Tuner, et. al. <i>Spare Parts</i>. http://www.spareparts.exchange/?page_id=1553
Guest speaker/ Workshop	<ul style="list-style-type: none"> • TBD

Session 6 -- Disposability II: Skin (February 10, 2020)

Topics/ Key questions	<ul style="list-style-type: none"> • What is the relationship between purity, whiteness, skin, and morality? How has that relationship been constructed through imperial, racist, and colonial projects? • Following Ahmed and Stacey, “How does the skin come to be written and narrated? How is the skin managed by subjects, others, and nations?” (2). • What does skin have to do with the “human-ness” of an individual?
Assignments due	<ul style="list-style-type: none"> • None
Required readings	<ul style="list-style-type: none"> • (LN) Ahmed, Sara and Jackie Stacey. 2001. “Introduction: Dermographies.” <i>Thinking Through the Skin</i>. London: Routledge. pp. 1-17. • (LN) LaFrance, Marc and R. Scott Carey. 2018. “Skin Work: Understanding the Embodied Experience of Acne.” <i>Body and Society</i> 24.1-2: 55-87. • (LN) McClintock, Anne. 1995. “Soft-Soaping Empire: Commodity Racism and Imperial Advertising.” <i>Imperial Leather: Race, Gender, and Sexuality in Colonial Contest</i>. London: Routledge. pp. 207-231. • (ON) Jacobsen, Rowan. 2019. “Is Sunscreen the New Margarine.” <i>Outside Magazine</i>. https://www.outsideonline.com/2380751/sunscreen-sun-exposure-skin-cancer-science#close • (LN) Scott, Rebecca. 2011. “Body Worlds’ Plastinates, the Human/Nonhuman Interface, and Feminism.” <i>Feminist Theory</i> 12.2: 165–81.
Workshop	<ul style="list-style-type: none"> • Writing book reviews

Session 7 -- Erasure I: The Indigenous Body (February 24, 2020)

Topics/ Key questions	<ul style="list-style-type: none"> • How have socio-political and economic practices come together to harm the bodies of Indigenous peoples? What are the implications of those harms? • What discourses and approaches have been used to legitimate the “erasure” of Indigenous peoples in Canada through the enactment of bodily harm?
Assignments due	<ul style="list-style-type: none"> • Draft book review
Required readings	<ul style="list-style-type: none"> • (ON) Simpson, Audra. 2014. “The Chiefs Two Bodies: Theresa Spence and the Gender of Settler Sovereignty.” <i>Unsettling Conversations</i>. Edmonton: University of Alberta. https://vimeo.com/110948627 • (ON) Sayers, Naomi. 2015. “The Case of #CindyGladue tells Indigenous #SexWorkers that some lives matter more than others.” <i>Kwetoday.com</i>. https://kwetoday.com/2015/04/23/the-case-of-cindygladue-tells-indigenous-sexworkers-that-some-lives-matter-more-than-others/ • (LN) Wiebe, Sarah Marie. 2012. “Bodies on the Line; The In/Security of Everyday Life in Aamjiwanaang.” In <i>Natural Resources and Social Conflict: Towards Critical Environmental Security</i>, Matthew Schnurr and Larry Swatuk eds. London: Palgrave MacMillan. pp. 215-236.

	<ul style="list-style-type: none"> • (ON) Daschuk, James. 2013. "When Canada Used Hunger to Clear the West." <i>Globe and Mail</i>. https://www.theglobeandmail.com/opinion/when-canada-used-hunger-to-clear-the-west/article13316877/ • (ON) Lewis, Stephen. "Press Statement by Stephen Lewis on TB in Nunavut." Iqaluit, Nunavut. https://aidsfreeworld.org/statements/2017/9/9/statement. • (ON) Salverson, Julie. 2011. "They Never Told Us These Things." <i>Maisonneuve</i>. https://maisonneuve.org/article/2011/08/12/they-never-told-us-these-things/
Workshop	<ul style="list-style-type: none"> • Collaborative editing of book reviews

Session 8 -- Erasure II: Blood (March 2, 2020)

Topics/ Key questions	<ul style="list-style-type: none"> • What is the role of blood in the shaping of socio-political communities, that is, in the "making up" of populations? • How is blood—both metaphorical and material—used to construct difference, and obscure the agency of individuals?
Assignments due	<ul style="list-style-type: none"> • Book review
Required readings	<ul style="list-style-type: none"> • (ON) Palmater, Pam. 2016. "Blood Fiction: Belonging, Services, and Status Indians." <i>The Ethnic Aisle</i>. (Spring 2016). http://www.theethnicaisle.com/new-blog-2/2016/2/23/beyond-blood • (LN) Tallbear, Kim. 2013. "Racial Science, Blood, and DNA." <i>Native American DNA: Tribal Belonging and the False Promise of Genetic Science</i>. Minneapolis, MN: Minnesota University Press. pp. 31-66. • (ON) Dryden, OmiSoore. 2015. "Blood Out of Bounds." <i>No More Potlucks</i>. http://nomorepotlucks.org/site/blood-out-of-bounds-omisoore-h-dryden/ • (ON) Hill, Lawrence. <i>Blood: The Stuff of Life</i>. Lecture Three: Belonging. Available at https://www.cbc.ca/radio/ideas/the-2013-cbc-massey-lectures-blood-the-stuff-of-life-1.2913671 • (ON) Greenberg, Zoe. 2019 "What Is the Blood of a Poor Person Worth?" <i>The New York Times</i>. https://www.nytimes.com/2019/02/01/sunday-review/blood-plasma-industry.html.
Workshop	<ul style="list-style-type: none"> • Publishing your book review

Session 9 -- Risk/Responsibility I: The Pregnant Body (March 9, 2020)

Topics/ Key questions	<ul style="list-style-type: none"> • How have pregnant people come to be responsabilized for the potential future harms faced by their children? How do understandings of gender, race, class, dis/ability, Indigeneity create new pressures on women to "protect" fetuses and children yet-to-be conceived?
Assignments due	<ul style="list-style-type: none"> • Final assignment proposal

Required readings	<ul style="list-style-type: none"> • (LN) MacKendrick, Norah. 2014. "More Work for Mother Chemical Body Burdens as a Maternal Responsibility." <i>Gender & Society</i> 28.5: 705-728. • (LN) Daniels, Cynthia R. 1997. "Between Fathers and Fetuses: The Social Construction of Male Reproduction and the Politics of Fetal Harm." <i>Signs</i> 22.3: 579-616. • (LN) Mamo, Laura. "Fertility Inc." In <i>Biomedicalization: Technoscience, Health, and Illness in the U.S.</i>, edited by Adele E. Clarke, Laura Mamo, Jennifer Ruth Fosket, Jennifer R. Fishman, and Janet K. Shim, 173-96. Durham and London: Duke University Press, 2010. • (LN) Salmon, Amy. 2011. "Aboriginal Mothering, FASD Prevention and the Contestations of Neoliberal Citizenship." <i>Critical Public Health</i> 21. 2 (2011): 165-78. • (ON) Solnit, Rebecca. 2016. "The Case of the Missing Perpetrator." <i>On Mysterious Pregnancies, The Passive Voice, and Disappearing Men</i>. https://lithub.com/rebecca-solnit-the-case-of-the-missing-perpetrator/
	<ul style="list-style-type: none"> • Proposal presentations

Session 10 -- Risk/Responsibility II: The Uterus (March 16, 2020)

Topics/ Key questions	<ul style="list-style-type: none"> • When and how is the uterus and reproductive capacity a site of oppression and/or reproductive justice? How does access to reproductive and sexual autonomy differ depending on one's social/cultural/economic circumstances?
Assignments due	<ul style="list-style-type: none"> • None
Required readings	<ul style="list-style-type: none"> • (ON) Dyck, Ericka. 2018. "Canada's Shameful History of Sterilizing Indigenous Women." <i>The Conversation</i>. https://theconversation.com/canadas-shameful-history-of-sterilizing-indigenous-women-107876 • (LN) Dyck, Erika, and Maureen Lux. 2016. Population Control in the 'Global North'? Canada's Response to Indigenous Reproductive Rights and Neo-Eugenics." <i>Canadian Historical Review</i>, 97.4: 481-512. • (ON) Cattapan, Alana, Kathleen Hammond, Jennie Haw, and Lesley A. Tarasoff. "Breaking the Ice: Young Feminist Scholars of Reproductive Technologies Reflect on Egg Freezing." <i>International Journal of Feminist Approaches to Bioethics</i> 7, no. 2 (2014). • (ON) Neufeld, Calvin. 2019. "A Pound of Flesh: The Cost of Transsexual Health Care in Canada." <i>Briarpatch</i>. https://briarpatchmagazine.com/articles/view/transsexual-health-care-in-canada • (ON) Grady, Denise. 2015. "Uterus Transplants May Soon Help Some Infertile Women in the U.S. Become Pregnant." <i>The New York Times</i>, https://www.nytimes.com/2015/11/13/health/uterus-transplants-may-soon-help-some-infertile-women-in-the-us-become-pregnant.html.
Guest speaker/ Workshop	<ul style="list-style-type: none"> • TBD

Session 11 -- Student-led Inquiry (March 23, 2020)

Topics/ Key questions	<ul style="list-style-type: none">• TBD (Fat bodies, thin bodies, eating disorders, fit bodies?)
Assignments due	<ul style="list-style-type: none">• Draft final assignments
Required readings	<ul style="list-style-type: none">• TBD
Workshop	<ul style="list-style-type: none">• Collaborative editing of final assignments

Session 12 -- Rethinking the Body Politic/Conclusions (March 30, 2020)

Topics/ Key questions	<ul style="list-style-type: none">• Course review
Assignments due	<ul style="list-style-type: none">• Final assignments
Required readings	<ul style="list-style-type: none">• (LN) Frazee, Catherine. 2000. "Body Politics: As a Child, I had only one wish: to be able to walk. At forty-six, would I still make the same wish?." <i>Saturday Night</i> 115.17: 40.
Workshop	<ul style="list-style-type: none">• Course review/revision