

University of Waterloo
Department of Political Science
PSCI 671 (and PSCI 490)
The Body Politic
Winter 2021
Mondays 2:30-3:50pm

Instructor Information

Instructor: Dr. Alana Cattapan
Email: alana.cattapan@uwaterloo.ca
Skype: @arcattapan

Attending this class!

We meet on Mondays from 2:30-3:50pm via Zoom.

Link: <https://us02web.zoom.us/j/89915693134?pwd=YWFaTGdtV2JUTEtxZG5hME0vRTZPQT09>
Meeting ID: 899 1569 3134
Passcode: 245277

If you have any connectivity challenges, you can dial in by telephone as well -- find your local number:
<https://us02web.zoom.us/j/keASmE45iG>)

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, reproductive bodies) and body parts (e.g., blood, skin) 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 related body part, fluid, or tissue, connecting the governance of groups to individuals to understand the relationship between bodies, politics, and power. Each synchronous session will include a brief a sustained discussion of the required readings. You are expected to prepare for the session by doing the readings/watching the films/listening to the podcasts, etc. for each week and to come to our sessions ready to discuss them at length.

COVID: We are living in unprecedented times in a global pandemic. This affects us all, and in different ways. There is no shame in admitting that the struggle is real. Be gentle with yourselves, feel free to come to me if you need things, and I will do my best to help. Let us all do our best to be understanding of others and the possibility that we don't know what their current struggle is.

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, final project, reading reflections, discussion)

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.

Some more class details: This course will largely involve synchronous sessions (taking place live at predetermined times on Zoom). If you are unable to attend the synchronous sessions, we will be recording the audio from the classes and uploading them to Zoom (although to preserve the free flow of ideas, hopefully we won't have to do that too often). If you can't make it, you should let me know immediately so I can accommodate you and give you more information about an alternative assignment for participation.

A few notes about synchronous sessions (adapted from Dr. Amanda Bittner):

- It seems inevitable that we will have technological difficulties at some point. Please be patient.
- Please change your screen name to match your preferred name.
- It is never mandatory to have your camera on, although please feel free to if you are comfortable. It is nice sometimes to see one another's faces, particularly in breakout sessions
- Please mute when you aren't talking (or otherwise you will be muted by me)
- Many of us are sharing our work spaces with children, pets, partners, and roommates, and class meetings may be interrupted. Guest appearances by children and pets are always welcome.
- Snacks are totally fine. We'll all try to stay focused, and keep our language clean-ish in case tiny ears are listening.
- Arriving late or leaving early is fine (although if you can, being on time is ideal). We'd rather have you for some of the time than not at all.

A note on 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. Many of the readings address matters where oppression, discrimination, and violence are enacted. 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.

Course Requirements and Assessment:

Assessment	Weighting	Due Date/Date of Evaluation
Participation	15%	Variable
Blog post	20%	Draft to LEARN: February 1, 2021 Final due: February 8, 2021
Critical reading responses	30%	Variable
Final assignment proposal	10%	March 15, 2021
Final assignment	25%	April 5, 2021

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 before the beginning of the relevant synchronous session (i.e., blog posts are due prior to the synchronous session at 2:30pm Eastern on February 8, 2021).

- **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. If you are unable to attend synchronous sessions, or need to miss part of the term, participation will take another form – additional critical reading responses. Please contact me as soon as possible if you are not able to attend live (especially if you live in a time zone that is not conducive to engaging synchronously – I don't want you to be up in the middle of the night to take this class).
- **Blog Post (20%):** 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, having a preliminary draft ready for February 1, and engaging in collaborative editing with other students through LEARN, as well as a final submission. Students will also have an opportunity to revise their essays and can receive support if they like to help them publish their blogs. For help on how to structure and write a blog post/op-ed, see: Ditchburn, Jennifer, and Shannon Sampert. Webinar: How to Write an Op-Ed. 2018. <https://irpp.org/video/webinar-write-op-ed/>
- **Critical Reading Responses (3*10% = 30%):** For any three of the weeks between Sessions 2 and 10, 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 anytime before the topic is discussed in a synchronous session. For example, a critical reflection on “infected bodies” must be handed in prior to the beginning of the synchronous session on January 25, 2021. The reading responses should be a way for you to delve more deeply into ideas that 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 papers. Instead, you should take a position, or reflect on a concept, or raise a question (and if you are struggling to find an idea, draw inspiration from the questions above the readings for each week – see below). **Note: if you want to write more than 3 (up to 5) I will mark them and take your best three grades.**
- **Final Assignment (10% proposal + 25% final submission = 35%).** 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 2,500 word research essay and students will submit a formal proposal of their project and presenting it to the class (see proposal outline on LEARN), justifying their choice of project, proposing evaluation criteria, and outlining their general argument and framework. Students are encouraged to collaborate with one another by either working in groups, or engaging in collaborative editing to make the final submissions as good as possible.

Course Summary

	Date	Topic	Assignments due*
1	January 11	Introduction/Theory I	
2	January 18	Theory II: Ideal Bodies, Purity, and Power	
3	January 25	Immunity I: Infected Bodies	
4	February 1	Immunity II: Vaccination/Hygiene	Blog draft due
5	February 8	Invisibility: Homeless Bodies	Final blog post due
--	Reading week		
6	February 22	Exclusion I: Racialized bodies	
7	March 1	Exclusion II: Skin	
8	March 8	Erasure I: Indigenous bodies	
--	Scheduled pause		
9	March 22	Erasure II: Blood	Final assignment proposal/presentation
10	March 29	No synchronous/formal class – take the week to work on your final projects. You are strongly encouraged to work with one another on these, to collaborate, and help one another to make sure that the final projects are as good as they can be!	
11	April 5	Risk/Responsibility: Reproductive Bodies	
12	April 12	Rethinking the Body/Conclusions	Final assignment

*Critical reading responses can be handed in for any week between January 11 and March 22, but not after.

Detailed Course Schedule

Session 1 -- Introduction/Theory I (January 11, 2021)

Topics/Key questions	<ul style="list-style-type: none"> • Course overview • How does embodiment inform the study of politics? • How do bodies inform the creation of political subjects and subjectivities? • What is the relationship between physical embodiment, 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) 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.

Session 2 -- Theory II: Ideal Bodies, Citizenship, and Power (January 18, 2021)

Topics/Key questions	<ul style="list-style-type: none"> • Where does the notion of the "ideal body" come from? • What does it mean to have "the wrong body"? What does it mean to be "healthy"? • How do notions of the "ideal body" intersect with the rights of citizenship? • Beyond dis/ability, race, gender expression, and obesity, what are other ways that the "wrong body" narrative inform who experiences privilege?
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Assignments due	<ul style="list-style-type: none"> • None
Required readings	<ul style="list-style-type: none"> • (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) Clip -- "The Swan" -- https://www.youtube.com/watch?v=3fWGHht6dCM • (LN) Engdahl, Ulrica. 2014. "Wrong Body." <i>Transgender Studies Quarterly</i> 1.1-2. pp. 267-270. • (ON) Hobbes, Michael. 2018. "Everything you Know About Obesity is Wrong." <i>Highline</i>. https://highline.huffingtonpost.com/articles/en/everything-you-know-about-obesity-is-wrong/

Session 3 – Immunity I: Infected Bodies (January 25, 2021)

Topics/Key questions	<ul style="list-style-type: none"> • What is the relationship between disgust, fear, and contagion? • How does illness inform or alter our understandings of "the good," or the ideal citizen? • How do notions of illness and morality inform one another?
Assignments due	<ul style="list-style-type: none"> • None
Required readings	<ul style="list-style-type: none"> • (LN) Wald, Priscilla. 2008. "Introduction." In <i>Contagious: Cultures, Carriers, and the Outbreak Narrative</i>. Durham, NC: Duke University Press, • (ON) Sontag, Susan. 1977 (2018). "Illness as Metaphor." (audio only) Lecture via New York Institute for the Humanities at New York University. https://www.youtube.com/watch?v=6WC5ncbR0zQ • (ON) Preciado, Paul B. 2020. "Learning from the Virus." <i>Art Forum</i> https://www.artforum.com/print/202005/paul-b-preciado-82823 • (ON) Edward Hon-Sing Wong. 2020. "When a Disease is Racialized." <i>Briarpatch Magazine</i>. https://briarpatchmagazine.com/articles/view/when-a-disease-is-racialized-coronavirus-anti-chinese-racism

Session 4 – Immunity II: Hygiene as Morality (February 1, 2021)

Topics/Key questions	<ul style="list-style-type: none"> • How are ideas of morality and hygiene bound up with ideas of purity? • How do notions of the ideal body (in relation to sex, race, class, and gender) correlate to ideas of purity and morality?
Assignments due	<ul style="list-style-type: none"> • Draft blog posts to LEARN
Required readings	<ul style="list-style-type: none"> • (ON) Brown, Alton. 2020. "AB's Handwashing Demo: No Cleaver!" <i>Alton Brown</i>. https://www.youtube.com/watch?v=tlwdf3WKe3Y • (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.

	<ul style="list-style-type: none"> • Biss, Eula. 2014. "The Illusion of the Natural." <i>The Atlantic</i> https://www.theatlantic.com/health/archive/2014/09/the-illusion-of-natural/380836/ • (ON) Division of Industrial Hygiene of the Ontario Provincial Board of Health. 1921. <i>Her Own Fault</i>. Library and Archives Canada Youtube channel. https://www.youtube.com/watch?v=HfLirbpOD-w (Note: there is no sound. Also, read the video description for context, and you may want to watch this on 1.25 or 1.5 playback speed, which you can do under "settings" for the video, it may feel a bit slow for a contemporary audience).
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Session 5 – Invisibility: The Homeless Body (February 8, 2021)

Topics/Key questions	<ul style="list-style-type: none"> • What assumptions about the bodies of people living in poverty inform political decision-making? What does it mean to be without stable housing? Without stable income? • Why is homelessness/insecure housing often described as "hidden from public view" or an "invisible" problem?
Assignments due	<ul style="list-style-type: none"> • Final 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) 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/

----Reading week---

Session 6 -- Exclusion I: Racialized Bodies (February 22, 2021)

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"> • (ON). Desmond, Cole. 2015. "The Skin I'm In: I've Been Interrogated By Police More Than 50 Times—All Because I'm Black." <i>Toronto Life</i>. https://torontolife.com/life/skin-im-ive-interrogated-police-50-times-im-black/ • (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. (This is a challenging article with descriptions of violence. If you aren't up for it, it is okay to skip it if you need to).

Session 7 -- Exclusion II: Skin (March 1, 2021)

Topics/ Key questions	<ul style="list-style-type: none"> • How does skin come to be written and narrated as a matter of politics? • 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. • (ON) De Mijer Sadiqa. 2020. “The Racist history of the Painter’s Palette.” <i>The Walrus</i>. https://thewalrus.ca/the-racist-history-of-the-painters-palette/ • (ON) Jackman, Jade (w/ Nathalie Pitters). 2020. <i>Queering the Skin – Vogue, Pride 2020</i>. https://www.nathaliepitters.com/portfolio/queering-the-skin-vogue-pride-2020. • (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. • (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

Session 8 -- Erasure I: Indigenous Bodies (March 8, 2021)

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"> • None
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/ • (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) 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/

----Scheduled pause----

Session 9 -- Erasure II: Blood (March 22, 2021)

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"> • None
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 • (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) Dryden, OmiSoore. 2015. “Blood Out of Bounds.” <i>No More Potlucks</i>. http://nomorepotlucks.org/site/blood-out-of-bounds-omisoore-h-dryden/ • (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.

Session 10: Work session -- no formal class... (March 29, 2021)

This week there is no formal class, but please take the time to collaborate with one another, to workshop your drafts, and to otherwise work on your final projects. Help one another to make your final projects as good as they can be, “a rising tide lifts all boats.”

Session 11 -- Risk/Responsibility: Reproductive Bodies (April 5, 2021)

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"> • (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/ • (ON) Gaucher, Megan and Lindsay Larios. 2020. Birth Tourism and the Demonization of Pregnant Migrant Women. <i>Policy Options</i>. https://policyoptions.irpp.org/magazines/january-2020/birth-tourism-and-the-demonizing-of-pregnant-migrant-women/ <p>(more on next page...)</p>

	<ul style="list-style-type: none"> • (ON) Lee, Robyn and Dayna Nadine Scott. 2014. "(Not) Shopping our way to safety". <i>Canadian Women's Health Network Magazine</i> . http://www.cwhn.ca/en/node/46308 • (ON) thebigstory. 2018. "It sounds like a horror from Canada's past." <i>The Big Story</i>. https://thebigstorypodcast.ca/2018/11/21/forced-sterilization-canada-indigenous-rights-women-eugenics/ • (LN) Cattapan, Alana, Kathleen Hammond, Jennie Haw, and Lesley A. Tarasoff. 2014. "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. pp. 236-247.
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Session 12 -- Rethinking the Body Politic/Conclusions (April 12, 2021)

Topics/ Key questions	<ul style="list-style-type: none"> • Course review
Assignments due	<ul style="list-style-type: none"> • Final assignment
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.

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 \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](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 \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

Late Work

Assignments are due in the assignment Dropbox prior to 10am Eastern on the Monday of the class when they are due. Late assignments will not be accepted unless prior arrangements have been made. **If you need an extension, ask for one.** I typically grant extensions, but you need to ask! 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 and email me if you need support.

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.

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, 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, caregiving, and the obstacles you might be facing...

Many students who are parents or caring for other family members (like those who are not) seek to balance their lives at work, at home, and in the classroom. I intend for my classroom, virtual or otherwise, to be an accommodating place that supports students who are caregivers and parents or otherwise dealing with particularly challenging life circumstances. This policy comes from Dr. Melissa Cheyney from Oregon State University, and I adopt (and adapt) it here with permission:

- 1) 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 and caregiving status. Some people are caring for ill or older loved ones, others are facing challenging financial circumstances and other stressors, and during a pandemic in particular, we should give space and time to support one another. Let's work together to help everyone learn.
- 2) 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. If you need to breastfeed, do what is comfortable for you. 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, having your child nearby when you're attending class in order to cover gaps in care is definitely

acceptable. If there is going to be sound or a lot of visual disruption, I just ask that you pay attention to your camera and microphone settings to ensure that the class can go as smoothly as possible.

- 3) Finally, I understand that often the largest barrier to completing your coursework is exhaustion. For parents and caregivers, this might be the tiredness that you may feel in the evening once children have **finally** gone to sleep or your caregiving responsibilities are done for the day (are they ever really done, though?). The struggles of balancing school, care work, and paid work, for many people, are incredibly difficult! I hope that you will feel comfortable disclosing your student-parent/caregiver status or other obstacles that you might be facing to me if you think there are ways I can support you better. 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 what struggles they face, I am happy to problem solve with you in a way that makes you feel supported as you strive for balance.

Additional Resources
University of Waterloo
Department of Political Science
Winter 2021

Being a student can be extremely difficult, particularly in the current circumstances and many times the resources provided in class or as part of the class may not be enough to help you succeed. Please refer to this list for some additional supports you might need to help you out through the term—for our class together and others. For even more resources, see <https://feds.ca/student-resources> or <https://uwaterloo.ca/student-success/students/academic-and-personal-development>.

Your Instructor

As your instructor, I'm committed to ensuring that you have the best learning experience that I can provide. That doesn't mean that you'll love everything about the course, but if there are impediments to your learning, I want to do what I can to address them.

Email: alana.cattapan@uwaterloo.ca

Skype: @arcattapan

Research, Reading, Writing and Communication Supports

Academic communication is a critical skill to develop to succeed at university, and many people need support mastering some aspect of it. Most students seek out some help in this regard at one time or another.

- The [Writing and Communication Centre](#) is “an academic support unit that supports students” and offers a wide array of services including appointments that you can book (as an individual or group) to work on particular assignments, workshops to help you master specific skills, and conversation circles for people for whom English is an additional language. (located on the 2nd floor of South Campus Hall).
 - University librarians are a critical and often underused resource. The University of Waterloo has a librarian who is particularly focused on political science—her name is Jane Forgay—who works on ensuring that people doing research and taking courses on political science at the University have [access to the resources they need](#).
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Disability Accommodations

As noted on the syllabus, the [AccessAbility Services](#) office 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. And 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 class is an inclusive and accessible space.

Stress and Mental Health

Students who are having challenges with mental health or are experiencing stress and anxiety are encouraged to seek support in whatever way they need, this may include accessing some of the following resources:

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 x 32655
- MATES: one-to-one peer support offered by Federation of Students and Counselling Services
- Health Services Emergency service: across the creek from the Student Life Centre or 519-888-4096.

Off campus, 24/7

- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213
- See also <https://www.chs.ca/distress-centres-and-crisis-lines-ontario>

Economic Hardship

Some students experience difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, and this may affect their performance in this course. For students in these circumstances, the University of Waterloo Undergraduate Students' association has [a food bank](#) for anyone with a WATcard (graduate or undergraduate students and others) that includes both food and hygienic supplies. Emergency loans may also be available to you (for [undergraduate students](#); for [graduate students](#)). Furthermore, if you need support and you are comfortable doing so, please let me know. This will enable me to provide any resources I can to support your participation in the course. (This paragraph is adapted from Prof. Sara Goldrick-Rab).

Sexual Assault, and Violence

The University of Waterloo has dedicated resources to respond to sexual violence, and there are also off-campus options. There are also number of [relevant crisis hotlines](#).

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 x 32655. (only open during regular business hours)
- Director of Sexual Violence Prevention and Response, Amanda Cook | 519-888-4567 ext. 46869 | amanda.cook@uwaterloo.ca
- Sexual Violence Response Coordinator, Meaghan Ross | 519-888-4567 ext. 40025 | m23ross@uwaterloo.ca

Off campus, 24/7

- [Waterloo Region Sexual Assault and Domestic Violence Treatment Centre, St. Mary's Hospital](#) | 519-749-6994 (available 24 hours/day, 7 days a week).
- [Sexual Assault Support Centre of Waterloo Region](#) | 519-741-8633 (crisis line is available 24 hours/day, 7 days a week).
- [Community Justice Initiatives](#) | Support services for male survivors of sexual abuse | 24/7 helpline 1-866-877-0015