



Winter 2024

COURSE TITLE:	WOME2012: Body Politics
Course time	Tues/Thurs – 830-10 am RB1044
Instructor:	Ms. Emily Brooks
Graduate Assistant	Veronica Malinoski
Office:	Via Zoom by appointment
Office Hrs:	Available upon request
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COURSE DESCRIPTION

In this course we consider the ways in which gendered bodies are sites of political and social engagement and expression. We will situate “the body” as a site through which institutional, personal and disciplinary power are enacted. Through practices of modification, bodies can be made and remade to suit individual and/or social needs or desires. Through practices of surveillance, in both public and private spaces bodies can be controlled and contorted to produce particular outcomes. With the aid of feminist theories of the body we will analyze and critique practices that produce, alter and transform individual bodies, as well as legal and state-sanctioned control of/over bodies. Particular attention will be paid to practices of regulation such as reproductive rights, transgender rights and forms of resistance like the Black Lives Matter movement. While investigating the body as a site of personal power, we will explore methods of body modification including (but not limited to) tattooing, cosmetic surgery, gender transitions; and birth control. In this course we situate the body as a site of political, ethical and feminist potential, while also addressing the history of colonial, patriarchal control over “the body”.

LEARNING OUTCOMES

- Recognize the multiple ways bodies can be produced, altered and transformed
- Identify current and historical debates regarding body politics
- Evaluate and develop political, ethical and feminist arguments relating to body politics, gender norms and body modifications
- Understand the impacts of surveillance, body policing, and public scrutiny on diverse (intersectional) bodies

WHAT DO I NEED FOR THIS COURSE? IS A TEXTBOOK REQUIRED?

Yes, a course textbook is required for this class:

Kannen, Victoria. (2021). *Gendered Bodies and Public Scrutiny: Women's Stories of Staring, Strangers and Fierce Resistance*. Women's Press: Toronto.

The textbook can be purchased directly here:

<https://www.canadianscholars.ca/books/gendered-bodies-and-public-scrutiny> or, through the Lakehead Bookstore. All other readings will be made available to students through our course D2L page.

Please note, the course content is multimodal and will also be comprised of other readings, podcasts, videos and interviews with guest speakers. All of this will be provided on the D2L course site.

HOW CAN I CONNECT WITH THE COURSE INSTRUCTOR?

Building community and cultivating relationships in the classroom is an important part of creating the conditions necessary for learning. If you need to contact me, please email me through my Lakehead email (not D2L). I typically respond within an 8-hour window depending on your time of email.

HOW MUCH TIME WILL BE REQUIRED FOR THIS COURSE?

You are responsible for actively engaging in readings, discussions, and assignments. My guess is you will spend in the range of 4-6 hours each week doing the readings and working on projects/assignments, and our time together spent in class twice each week.

HOW WILL I BE EVALUATED IN THIS COURSE?

This course will be composed of four assignments. **In line with this course's commitment to health and well-being, late assignments will be evaluated, but extended due dates must be discussed with the course instructor.** Written work is expected to demonstrate the use of correct scholarly conventions. Appropriate references must be included and properly documented using APA 6th Edition. Please keep a copy of all your submitted work. **Note:** All assignments must be submitted in order to meet the course requirements.

HOW DO I EMAIL MY PROFESSOR?

All correspondence should be polite, respectful, and professional. Email inquiries must include:

- a subject line indicating the course name and/or number
- a salutation, (i.e. "hello", "dear", "To", etc.)
- a detailed question, or polite request
- a signature (i.e. your name).

Emails that do not follow this format will not be answered.

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Every effort will be made to respond to emails within 8 hours (excluding weekends). If you have not received a response after 10 hours, please send a polite reminder as sometimes emails can get lost in the shuffle!

HOW DO I SUBMIT MY ASSIGNMENTS?

All assignments must be submitted electronically, under the "Assignment" tab on our course D2L site. Please only submitted your assignments as a word doc.

You should receive confirmation that your assignment has successfully uploaded. If you do not receive confirmation, it is a sign that something may have gone wrong with the submission. If this happens, please try again to submit, or contact me to ensure that your assignment properly uploaded. Improper uploading will not be accepted as an excuse for late papers.

It is expected that you will complete **all** course work by the posted due dates. For an extension, **please email me beforehand.**

Student Accessibility Services and Accommodations

Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please visit [SAS](#).

Everyone has the right to an accessible education, and all approved accommodations will be honoured, no questions asked.

Week	Topic	Reading
Jan 9	Introduction	Overview of course outline
Jan 11	What is Body Politics?	Hunter College Women's and Gender Studies Collective & Simalchik, J. (2017). "Gender the Politics of the Body" In <u>Women's Realities, Women's Choices: An Introduction to Women's and Gender Studies</u> . Hunter College Women's and Gender Studies Collective & Simalchik, J. (Eds.). Oxford University Press: New York. pgs. 108-121.
Jan 16 & 18	Awed & Odd Bodies	Kannen, Chapter one: Inspiring Awe, Feeling Odd Bailey et al. (2013). Negotiating with Gender Stereotypes on Social Networking Sites: From "Bicycle Face" to Facebook. <i>Journal of Communication Inquiry</i> . Vol. 37(2). Pgs. 91-112.
Jan 23 & 25	Larger Bodies in Public	***Assignment 1 due January 25, 2023*** Kannen, Chapter 2: Well-Meaning Strangers: Identities, Stares and Hair

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Jan 30 & Feb 1	Racialized Bodies in Public	Kwan, S. (2010). Navigating Public Spaces: Gender, Race, and Body Privilege in Everyday Life. <i>Feminist Formations</i> . Vol. 22(2). Pgs. 144-166. Gendered expectations and transgressive bodies in leadership. <i>Leadership</i> , 9(3), 416-435.
Feb 5 & 8	Private and Public Bodies	Kannen, Chapter 3: Our Bodies as Private and Public (Sexualized) Spaces Bartky, S. (1990). "Foucault, Femininity and Patriarchal Power". In Diamond, I. & Quinby, L. (Eds.). <i>Feminism and Foucault: Reflections on Resistance</i> . Boston: Northeastern University Press.
Feb 13 & 15	Tokenism and Exoticism	***Assignment 2 is due Feb 15*** Kannen, Chapter 4: Underestimated and Overdetermined: Shame, Tokenism, Exoticism and Fierce Resistance
Feb 20 & 22	No class	Reading Week
Feb 26 & 29	No class	Working on Group Facilitations – Assignment 4 **Overview of Facilitation Due** This time is being given to students to work on their group facilitations – it is your responsibility to meet with your group and coordinate your project facilitation accordingly, this time allotted will provide you with a foundation to get this process going.
March 5 & 7	Shame and Resistance	Kannen, Chapter 5: Excessive Bodies: Modified and (Un)Natural Freaks Clare, E. (2010). Resisting Shame: Making Our Bodies Home. <i>Seattle Journal for Social Justice</i> . Vol. 8(2). Pgs. 455-465.
March 12 & 14	Body Stories	Kannen, Chapter 6: Bodies and Their Stories Braunberger, C. (2000). Revolting Bodies: The Monster Beauty of Tattooed Women. <i>NWSA Journal</i> . Vol. 12(2). pgs. 1-23.
March 19 & 21		Assignment 3: FACILITATIONS START Group facilitations start this week and will occur in the first hour of each class. After, we we will have a chance to debrief, and folks can ask the group(s) questions. **Readings and/or supporting materials will be provided one week in advance by your classmates
March 26 & 28	Facilitations	

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April 1 & 4	Facilitations
April 9	Facilitations – closing circle

Assignments	Due Date	Value
Class participation	All term	10%
Critical Reflection	January 25	20%
Body Story & Illustration	February 15	30%
In-class facilitations	Last classes of semester – schedule will be booked in advance	40%

Please submit your assignments, by the due dates, through [D2L](#).

Class participation (10%)

Students are expected to attend all classes prepared, having gone over the weekly course material prior to class and engage with their peers critically and respectfully. This mark also includes attendance and participation during in-class facilitations.

Assignment 1: Critical Reflection (20%)

Students are to choose a medium of their choice (podcast, film, documentary, article, etc) to explore and reflect their own experience to guide their understanding of body politics as a critical subject. Students will need to provide the following for this assignment:

- a detailed 1-page summary of the practical learning experience
- a 2–3-page reflection (explained below) sharing how this experience influenced your understanding of body politics.
- Minimum of 3 citations, 2 of which need to be from this class

During your critical reflection, consider following an Indigenous Experiential Learning Praxis Cycle, which has you:

- **Experience:** Observe and identify how your mind, body, spirit experiences the piece.
- **Reflect:** Identify what is standing out to you, and the lessons it teaches.
- **Make meaning:** Ask how these lessons apply to you and your life, and the purpose of these lessons for those engaging with the piece.
- **Take action:** Think about how you can incorporate these lessons moving forward.



Some of the questions you may want to ask yourself as you move through the Indigenous Learning Praxis cycle and respond in your critical reflections include:

- What came up for you as you interacted with this activity or material? How did it make you feel-physically, emotionally, mentally? Describe the feeling and experience.
- Did anything in this experience surprise you? If so, what?
- Did it challenge and/or uncover any underlying assumptions? If so, what?
- What did you learn? What do you want to know more about? What are you still curious about?
- How will what you learned affect you and how you interact with the world moving forward?

You can read more about this model of reflection here:

<https://firstnationspedagogy.ca/experiential.html>

Assignment 2: Body Story & Illustration (30%)

Students will create their own “body story” like those highlighted in the course text *Gendered Bodies and Public Scrutiny*.

This assignment consists of two parts: a creative piece, which could be an illustration, collage, craft or art work created as a self-portrait; and a written piece. The written portion should be 4-6 pages double-spaced, and engage with the questions posed by Victoria Kannen on page 137 of *Gendered Bodies and Public Scrutiny*, with reference to at least TWO other course readings.

Don't worry if you're not “an artist”! This assignment will be evaluated based on the quality of your engagement with the ideas, not your artistic “product”.

Assignment 3: In-class facilitations (40%)

In a self-selected group, you will facilitate a portion of a class (approx. 30 minutes). The goal of the facilitation sessions is to dig deeper into a concept we've covered in the course, and you will provide opportunities for your classmates to broaden and deepen their understandings by connecting to real life scenarios. You should use different strategies to facilitate the class, including some you've observed in the class. These can include (and are not limited to): experiential activities, supporting materials like articles, videos, podcasts (provided a week in

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advance), and presentations/overviews of materials. You may deconstruct an experience you or your group has experienced ensuring that you respect the privacy of the individuals involved.

All students to provide an overview of your facilitation no later than February 26, 2024, to D2L.

An example of a facilitation review is below

Time	What?	Who?	Why?
8:30-8:35	Brief Intro of Topic and group members (including pronouns)	Group member name	Provide an explanation as to how/why this will enhance learning. Why did you choose this activity? What is it's purpose?
8:35-8:45	Experiential Activity I		
8:45-8:55	Pair students off to discuss a key concept; instruct them to report back with 2 or 3 key learnings about the topic (also known as a Think/Pair/Share)		
8:55-9:00	Wrap up/Concluding thoughts		

** Please note this is only one example of how to approach this task, I encourage you to play to your strengths. And to do a dry run before class to ensure the timing and flow works.

Academic Honesty and Plagiarism

You must always submit your own original work that represents your own words and ideas (or that of your group). If any words or ideas do not represent your own original work, you must cite all relevant sources and make clear the extent to which sources were used (e.g., quotations, paraphrasing). Please note that submitting work that you have previously authored/submitted for another course is considered self-plagiarism.

Evaluation and Course Policies

1. Students are responsible to be familiar with the course outline, coming to class on-time, doing the readings, being prepared to discuss the readings, regularly check their LU email and D2L site, and engage in responsible and respectful group work/ group activities.
2. All written assignments need to adhere to APA 6th Edition formatting guidelines. Please submit all assignments electronically to D2L
3. Please use technology respectfully

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	Level 4/5: 80% to 100% (A- to A+) Indicates work that:	Level 3: 70% to 79% (B- to B+) Indicates work that:	Level 2: 60% to 69% (C- to C+) Indicates work that:	Level 1: 50% to 59% (D- to D+) Indicates work that:	Level 0: below 50% (F) Indicates work that:
Quality	Is exceptional, exemplary, complete, thorough, and comprehensive.	Is complete, thorough, and comprehensive.	Is mainly complete -- although not consistent in thoroughness and comprehensiveness, it is nonetheless satisfactory.	Is incomplete or inconsistent in thoroughness and comprehensiveness; only marginally satisfactory.	Is incomplete and, therefore, unsatisfactory.
Content	Demonstrates a superb and comprehensive understanding of content, literature, and research -- shows a consistent application of a high level of critical scrutiny to the subject matter, texts, and discussions.	Demonstrates a comprehensive understanding of content, literature, and research -- shows a regular application of critical scrutiny to the subject matter, texts, and discussions.	Demonstrates a satisfactory understanding of content, literature, and research -- shows occasional critical scrutiny re subject matter, texts, and discussions.	Demonstrates limited understanding of the content, literature, research, subject matter, and texts.	Demonstrates insufficient understanding of the content, literature, and research, subject matter, and texts.
Expression	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written and/or oral language.	Demonstrates ability to integrate and articulate ideas; shows a reasonable written and/or oral mastery of language.	Demonstrates some ability to integrate and express ideas; satisfactory written and/or oral language.	Demonstrates limited ability to integrate and express ideas; marginal written and/or oral language.	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written and/or oral language.
Level of Engagement	Demonstrates a level of personal engagement, reflection, and self-initiation, which exceeds expectations.	Demonstrates personal engagement and self-initiation and meets expectations.	Suggests some personal engagement and self-initiation and meets most expectations.	Suggests minimal engagement and barely meets expectations.	Suggests insufficient engagement.
Expectation	Is so outstanding that work goes well beyond expectations.	Is good or very good -- of a high standard met by many Education students.	Is satisfactory of a standard met by many Education students.	Is barely acceptable--attained by a few Education students whose difficulties /distractions interrupted performance.	Does not meet even the basic requirements.