

Western University  
Department of Gender, Sexuality, and Women's Studies  
GSWS 2162A The Body  
Fall 2024

**Instructor: Dr. Lauren Auger**

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**No prerequisites.**

**Course Time: Refer to your timetable**

**Room: Refer to your timetable**

**Office Hours: Mondays 1:30-4:00**

**Office Location: 3249 Lawson Hall in the GSWS office 3260 Lawson Hall**

### **Land Acknowledgement**

“Western University is situated on the traditional land of the Anishinaabeg, Haudenosaunee, Lenape and Attawandaron peoples who have longstanding relationships to the region of southwestern Ontario and the City of London. In close proximity to Western, there are 3 local First Nations communities: the Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region of southwestern Ontario, there are 9 First Nations and a growing Indigenous urban population. Western recognizes the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America) to the development of Canada.”

### **Department Course Description**

We will examine social and scientific constructions of the body, including concepts of beauty, health, fitness, sexuality, and questions of representation. Among other things, we may examine particular social problems, such as technologies of the body and bodily modification, ideas of health and illness, society's difficulty with understanding the disabled body as sexual, the cultural obsession with body size, psychiatric and medical responses to people who feel that their bodily sex does not match their gender, changing ideas about beauty and attraction, and artistic conceptions, representations, and alterations of the human body.

### **Detailed Course Description**

This course will demonstrate that bodies matter and embodiment matters. How bodies are understood, valued, and represented in our culture has a real impact on people's every day lives, how people view themselves as individuals, and people's lived experiences in their bodies. Students will consider the concept of 'embodiment' and unpack the ways in which certain bodies are valued over others. Taking an interdisciplinary feminist approach, we will consider how the body figures in social attitudes regarding idealized feminine and masculine social roles. The course will unpack contemporary reproductive politics and period politics in the Canada and United States. Students will consider the presence of queer bodies in history examining queer community and healthcare in the Weimar Republic as well as the HIV/AIDS epidemic. We will examine contemporary queer activist bodies including the Drag Time Story Time phenomenon. We will unpack the considerable incarceration rate of BIPOC folx in Canada and the United States and the continued violence against BIPOC bodies by law enforcement. The course will discuss racist origins of contemporary fat shaming discourses that emphasize thinness as wellness and thinness as the beauty ideal. Students will unpack the exclusion of disabled bodies from sexual cultures and how disabled folx have advocated to be seen as sexual subjects in an ableist world. We will consider how ideas of good health, politics, and racism influenced responses to the COVID-19 pandemic. Finally, the course will look at the recent advancements in AI and will consider what these advancements may mean for future social attitudes towards material bodies in an increasingly digital world.

### **Course Objectives:**

1. to understand the concept 'embodiment' and how scholars in interdisciplinary fields write about embodiment
2. to understand material and discursive frameworks of bodies in body studies
3. to understand how social perceptions regarding 'ideal bodies' influence social hierarchies that have a real effect on people's lives
4. to unpack the power of representation, why representation matters, and how representation influences social attitudes regarding bodies
5. to understand how cultural discourses regarding bodies impact people's material lives
6. to understand why problematic understandings of bodies need to be challenged and changed
7. to investigate how folx resist dominant discourses
8. to understand material experiences of the body

9. to develop students' analytical skills in course assessments making connections between themes and content
10. to enhance students' written communication skills

## **Evaluation**

**40% Midterm (multiple choice/true and false, short answer, and essay response)**

**20% Image Analysis (2-2.5 pages double spaced Times New Roman)**

**40% Final Exam (multiple choice/true and false, short answer, and essay response)**

## **Assignment Description**

**Mid-Term Exam (40% of final grade) 2- hour exam** **Week 6- Monday, October 28**

The exam will cover weeks 1-5. The assessment will include multiple choice/true and false questions, short answer responses, and an essay response.

**Image Analysis (20% of final grade) 2-2.5 pages double spaced Times New Roman Font (not including Works Cited Page and Title page MLA Citation style).** **Submission Period Monday, November 18-Thursday, November 21 11:59 in the OWL Brightspace Submission Folder**

Students need to pick a still image from popular culture (art installation, advertisement, magazine cover, album cover, movie poster, etc.) and make an argument about what the image reveals about social discourses regarding bodies. How does the image portray people's bodies? Does the image privilege certain bodies over others? Why? Who is excluded from the image? How may the image impact people's everyday experiences? How may the image impact how people view their own bodies and selves? Why is this image important? What is the significance of your arguments? Students need to draw on three readings and one additional piece of course content from lecture (including videos, music videos, guest lectures, etc.) to help support your analysis. MLA citation style please.

**Final Exam (2 hours) (40% of the final grade)** The exam will cover week 1 as well as weeks 7-11. It will be scheduled during the exam period. The assessment will include multiple choice/true and false questions, short answer responses, and an essay response.

## **Course Policies**

### **Learning Environments and Email Policies**

Participants enrolled in this class are expected to complete the required course readings, attend all class sessions, respectfully contribute to classroom activities and discussions, and complete course assignments on time. Students must use their Western (@uwo.ca) email addresses when contacting their instructor. I will try to reply to emails within twenty-four hours during the work week. Please do not expect an immediate response. Put the course code in the subject line of the email. Be as specific as possible with your questions. Specific questions receive specific

answers. I may not respond to emails on weekends or during the evenings. However, I will check my email every twenty-four hours during the work week. If your question is more appropriately handled in-person, please feel free to make an appointment during my office hours or see me after class.

### **Technological Requirements**

Electronics such as computers and smartphones are permitted in-lecture. However, please be respectful and refrain from using your electronics for outside activity during class. Please have your telephones set to silent. No aids are permitted for this exam. Electronic devices of any kind (including calculators, cell phones and smart watches) are not permitted. Our learning environments (including online) will be respectful spaces.

### **Statement on the Use of Generative Artificial Intelligence (AI)**

In this course, the use of AI (automatic translation tools, grammar checkers, ChatGPT...) is prohibited. If AI use is suspected, the instructor will ask for research notes, rough drafts, essay outlines, and other materials used in preparing assignments. Students are expected to retain these materials until after final grades have been entered. In the unlikely event of concerns being raised about the authenticity of any assignment, students may be asked to produce these materials; an inability to do so may weigh heavily against them.

## **Academic Consideration**

### **Formal Documentation Designation Statement**

Please note that this assessment is central to the learning objectives for this course. Accordingly, students seeking academic consideration for this assessment will be required to provide formal supporting documentation. Students who are granted academic consideration for this assessment will be provided with the following opportunity to make up this work: **Make-up midterm exam Friday, November 6 (Location and Time TBD)**

### **Flexible submission deadline statement (Image Analysis)**

Please note that because the submission deadline for the assessment already includes flexibility in the form of a submission period, the instructor reserves the right to deny academic consideration for assignments which are submitted following the end of the period of flexibility.

\*Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. December and April exams) and for practical laboratory and performance tests typically scheduled during the last week of the term.

When a student receives academic considerations or academic accommodations which overlap with the built-in flexibility of the assessment, the longest period of accommodation will determine the deadline. The built-in flexibility of the assessment should not be taken to extend any considerations or accommodations.

### **General information about missed coursework**

Students must familiarize themselves with the *University Policy on Academic Consideration – Undergraduate Students in First Entry Programs* posted on the Academic Calendar:

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/academicconsiderationSep24.pdf>

This policy does not apply to requests for academic consideration submitted for **attempted or completed work**, whether online or in person. The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult: [Accessible Education](#).

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage:

<https://registrar.uwo.ca/academics/academicconsiderations/>

All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

All academic consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows students to make one Academic Consideration request **without supporting documentation** in this course. However, the following assessments are excluded from this, and therefore always require formal supporting documentation:

- **Mid-term Exam**

### **Evaluation Scheme for Missed Assessments**

All academic consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows students to make one Academic Consideration request **without supporting documentation** in this course.

Image Analysis: Submissions will not be accepted even with academic consideration following: Friday, November 29

When a student misses the **Final Exam** and their Academic Consideration has been granted, they will be allowed to write the Special Examination (the name given by the University to a makeup Final Exam). See the Academic Calendar ([Special Examinations](#)), especially for those who miss multiple final exams within one examination period.

### **Late Penalty**

Students are expected to submit each of the assignments by the deadline listed. Should extenuating circumstances arise, students do not need to request Academic Consideration and they are permitted to submit their assignment (**during the flexible assignment deadline**) without a

late penalty. Should students submit their assessment beyond **flexible assignment deadline** past the deadline, a late penalty of **2% per day** will be applied

## **Additional Statements**

### **Academic Offences**

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, here:

<http://www.uwo.ca/univsec/pdf/academicpolicies/appeals/scholasticdisciplineundergrad.pdf>.

### **Statement on the use of plagiarism-checking software**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Policy on Accommodation for Religious Holidays**

Students should review the [policy for Accommodation for Religious Holidays](#) . Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but **not later than two weeks** prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

### **Academic Accommodation and Accessible Education**

**Academic Accommodation** is “a means of adjusting the academic activities associated with a course or program of student in order to permit students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program.”

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/Academic%20Accommodationdisabilities.pdf>.

Students with disabilities are encouraged to register with **Accessible Education** at the earliest opportunity. “Accessible Education plays a central role in Western's efforts to ensure that its academic programs are accessible for all students” <http://academicsupport.uwo.ca/accessibleeducation/index.html>

### **Special Examinations**

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates. These dates as well as other important information about examinations and academic standing can be found [here](#).

## **Support Services**

## **Academic Advising**

Your Home Faculty's Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here: <https://registrar.uwo.ca/facultyacademiccounselling.html>

## **Mental Health Support**

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

## **Gender-based and sexual violence**

Western University [is committed to reducing incidents of gender-based and sexual violence](#) (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

<https://www.uwo.ca/health/studentsupport/survivorsupport/get-help.html>. To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

## **Learning Development and Success**

Counsellors at the Learning Development and Success Centre <https://learning.uwo.ca> are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

## **USC**

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

## **Reading Schedule**

### **Week 1: Course Introduction- Embodiment and Theorizing the Body**

#### **Monday, September 9**

Shilling, Chris. Introduction. *The Body and Social Theory*. Third edition., SAGE, 2012. 1-20.

Blackman, Lisa. Introduction. *The Body: the Key Concepts*. Second edition., Routledge, 2021. 1-18.

If you enjoyed this week's readings and discussion, you may be interested in GSWS 1021F: Intro to Sexuality Studies, GSWS 2220E: Feminist Theory and Practice Across the Disciplines, 2212G: Gender and the Future of

Work, GSWS 2231F: Black Feminist Thought, GSWS 2240G: Foundation of Feminist Thought, 3173G: Intro to Queer Theory, 3320G, Intro to Gender and Feminist Methodologies, 3324G, Contemporary Topics in Critical Race Studies, and 3326G, Feminist Phenomenology <https://www.uwo.ca/gsws/undergraduate/courses/index.html>

## **Week 2: Appropriate Feminine Bodies- Sexuality, Pleasure, Motherhood, and Maternal Health**

### **Monday, September 16**

Milles, Karin, et al. "Something That Stretches During Sex: Replacing the Word 'Hymen' with 'Vaginal Corona' to Challenge Patriarchal Views on Virginity." *Gender and Language*, vol. 12, no. 3, 2018, pp. 294–317, <https://doi.org/10.1558/genl.31894>.

Green, Fiona Joy. "Re-Conceptualising Motherhood: Reaching Back to Move Forward." *Journal of Family Studies*, vol. 21, no. 3, 2015, pp. 196–207, <https://doi.org/10.1080/13229400.2015.1086666>.

Kendall, Mikki. Reproductive Justice, Eugenics, and Maternal Mortality. *Hood Feminism : Notes from the Women That a Movement Forgot*. Viking, 2020. 173-185.

If you enjoyed this week's readings and discussion, you may be interested in GSWS 2140: Women in Canadian History, GSWS 2160B: Intimate Relations, GSWS 2283G Desiring Women, GSWS 2440 Reproductive Justice, and GSWS 3153G Bad Girls, Dissident Women and Pop Culture <https://www.uwo.ca/gsws/undergraduate/courses/index.html>

## **Week 3: Reproductive Health, Menstruation, Education, and Body Politics**

### **Monday, September 23**

Purvis, Dara E. "How Sex Ed Fails People With Periods." *Columbia Journal of Gender and Law*, vol. 41, no. 1, 2021, p. Only–, <https://doi.org/10.52214/cjgl.v41i1.8835>.

Olivia Fleming, Jordana Kier, & Alex Friedman, "How to Teach Men About Period Paraphernalia," *HARPER'S BAZAAR* (July 20, 2017), <https://www.harpersbazaar.com/culture/a10336531/teaching-men-about-tampons/> [<https://perma.cc/S474-ZBDL>].

Scala, Francesca. "Menstrual Activism, Insider-Outsider Alliances and Agenda-Setting: An Analysis of the Campaign to End the 'Tampon Tax' in Canada." *Journal of Women, Politics & Policy*, vol. 44, no. 2, 2023, pp. 228–44, <https://doi.org/10.1080/1554477X.2022.2081913>.

"Post-Roe Realities." *The New England Journal of Medicine*, vol. 388, no. 6, 2023, pp. e15–e15, <https://doi.org/10.1056/NEJMp2300935>.

If you enjoyed this week's readings and discussion, you may be interested in GSWS 2163A: Sex, How To: Sex Education, Its History and Controversies GSWS 2212G: Gender and the Future of Work, 2230F: Intro to the Black/African Diaspora, GSWS 2243F: #MeTOO, The Politics of Rape Culture and Feminist Rage, 2252F: Selling Sex: Sex Work, Agency and the Law, 2412G: Black Geographies, 2263F: Intersections of Race, Class, and Sexuality, and 3324G, Contemporary Topics in Critical Race Studies



<https://www.uwo.ca/gsws/undergraduate/courses/index.html>

## **Week 4: ‘Making Men’- Building Masculinity-Size Matters**

### **Monday, October 7**

Coyne, Sarah, et al. “Making Men of Steel: Superhero Exposure and the Development of Hegemonic Masculinity in Children.” *Sex Roles*, vol. 86, no. 11-12, 2022, pp. 634–47, <https://doi.org/10.1007/s11199-022-01293-2>.

Simpson, Paul, and Julie Adams. “A Structured Review and Critical Analysis of Male Perceptions of the Penis: A Comparison Between Heterosexual Men and Men Who Have Sex with Men (MSM).” *Men and Masculinities*, vol. 22, no. 4, 2019, pp. 658–93, <https://doi.org/10.1177/1097184X17715054>.

If you enjoyed this week’s readings and discussion, you may be interested in 2205G: Making Men: Critical Studies in Masculinity <https://www.uwo.ca/gsws/undergraduate/courses/index.html>

## **Week 5: Queering Bodies and Queer Bodies in History**

### **Monday, October 21**

Heaney, Emma. “‘I Am Not a Friend to Men’: Embodiment and Desire in Magnus Hirschfeld’s Transvestites Case Studies.” *Journal of Lesbian Studies*, vol. 22, no. 2, 2018, pp. 136–52, <https://doi.org/10.1080/10894160.2017.1342443>.

Andriote, John-Manuel. Chapter One Why Not Me? A Medical Diagnosis Upturns my Life and Launches A Journey of Self Discovery. *Stonewall Strong : Gay Men's Heroic Fight for Resilience, Good Health, and a Strong Community*, Rowman & Littlefield Publishers, Incorporated, 2017. 15-21. *ProQuest Ebook Central*, <https://ebookcentral.proquest.com/lib/west/detail.action?docID=5061845>.

João Florêncio . “AIDS Homophobic and Moralistic Images of 1980s Still Haunt Our View of HIV That Must Change. *The Conversation* November 27, 2018. <https://theconversation.com/aids-homophobic-and-moralistic-images-of-1980s-still-haunt-our-view-of-hiv-that-must-change-106580>

If you enjoyed this week’s readings and discussion, you may be interested in GSWS 1023G: Gay Life and Culture in the 21st Century, GSWS 2244: Women and Health, GSWS 2252F: Selling Sex: Sex Work, Agency and the Law, GSWS 2263F: Intersections of Race, Class, and Sexuality, 2270A: Women, Law and Social Change, 2274G: Intro to Transgender Studies, GSWS 2240G Reproductive Justice, and GSWS 3133F, Lesbian Lives and Cultures <https://www.uwo.ca/gsws/undergraduate/courses/index.html>

## **Week 6: Midterm Exam**

### **Monday, October 28**

## **Week 7: Contemporary Queer Bodies, Social Space, and Activism**

### **Monday, November 4**

Suess Schwend, Amets. "Trans Health Care from a Depathologization and Human Rights Perspective." *Public Health Reviews*, vol. 41, no. 1, 2020, pp. 3–3, <https://doi.org/10.1186/s40985-020-0118-y>.

Keenan, Harper, and Lil Miss Hot Mess. "Drag Pedagogy: The Playful Practice of Queer Imagination in Early Childhood." *C*, vol. 50, no. 5, 2020, pp. 440–61, <https://doi.org/10.1080/03626784.2020.1864621>.

If you enjoyed this week's readings and discussion, you may be interested in GSWS 1024F: Intro to Equity, Diversity, and Human Rights, 2160B: Intimate Relations, 2167B: Queer(ing) Popular Culture, 2243F: #MeTOO, The Politics of Rape Culture and Feminist Rage, and 2710G: Marriage: Feminist and Queer Perspectives <https://www.uwo.ca/gsws/undergraduate/courses/index.html>

## **Week 8: Racialized Bodies, Police Violence, and Incarceration**

### **Monday, November 11,**

Jones, James M. "Killing Fields: Explaining Police Violence Against Persons of Color." *Journal of Social Issues*, vol. 73, no. 4, 2017, pp. 872–83, <https://doi.org/10.1111/josi.12252>.

Smith-Purviance. Ashley L. "Masked Violence Against Black Women and Girls." *Feminist Studies*, vol. 47, no. 1, 2021, p. 175–, <https://doi.org/10.15767/feministstudies.47.1.0175>.

McGuire, Michaela M., and Danielle J. Murdoch. "(In)-Justice: An Exploration of the Dehumanization, Victimization, Criminalization, and over-Incarceration of Indigenous Women in Canada." *Punishment & Society*, vol. 24, no. 4, 2022, pp. 529–50, <https://doi.org/10.1177/14624745211001685>.

For further information on topics discussed this week see: GSWS 1030G: Intro to Black Studies, GSWS 2230F: Intro to the Black/African Diaspora, GSWS 2290F: Indigenous Feminism, GSWS 2291G: Indigenous Women in the Arts in Canada, GSWS2412G: Black Geographies, and 3340F, Reading Black Lives, <https://www.uwo.ca/gsws/undergraduate/courses/index.html>

## **Week 9: Body Image and 'Fearing Black Women's Bodies'-**

### **Monday, November 18,**

Strings, Sabrina. "Introduction: The Original Epidemic." *Fearing the Black Body : the Racial Origins of Fat Phobia*. New York University Press, 2019. 1-15

Hart, Ellen, et al. "Anti-Fat Attitudes and Dietary Restraint Within Mother-Daughter Dyads: An Actor-Partner Interdependence Model (APIM) Analysis." *Eating and Weight Disorders*, vol. 26, no. 5, 2021, pp. 1417–26, <https://doi.org/10.1007/s40519-020-00949-w>.

Edwards, Mackenzie. “ ‘Spread My Thighs and Imagine a Better, Fatter World’: The Uses of the Erotic in Fat Activist Art.” *Fat Studies*, vol. ahead-of-print, no. ahead-of-print, 2021, pp. 1–13, <https://doi.org/10.1080/21604851.2021.2017117>.

If you enjoyed this week’s readings and discussion, you may be interested in GSWS 1024F: Intro to Equity, Diversity, and Human Rights, GSWS 1030G: Intro to Black Studies, GSWS 2230F: Intro to the Black/African Diaspora, GSWS 2244: Women and Health, GSWS 2412G: Black Geographies, and GSWS 3340F, Reading Black Lives <https://www.uwo.ca/gsws/undergraduate/courses/index.html>

## **Week 10: Disability and Sexual Politics**

### **Wednesday, November 25**

Loeser, Cassandra, et al. “Disability and Sexuality: Desires and Pleasures.” *Sexualities*, vol. 21, no. 3, 2018, pp. 255–70, <https://doi.org/10.1177/1363460716688682>.

Erickson, Loree. “Revealing Femmegimp: A Sex-Positive Reflection on Sites of Shame as Sites of Resistance for People with Disabilities.” *Atlantis (Wolfville)*, vol. 31, no. 2, 2007, p. 42–52.

Tsiokou, Katerina. “Body Politics and Disability: Negotiating Subjectivity and Embodiment in Disability Poetry.” *Journal of Literary & Cultural Disability Studies*, vol. 11, no. 2, 2017, pp. 205–22, <https://doi.org/10.3828/jlcs.2017.15>.

Benham, Jessica. “Fabulous Fetishization: Kylie Jenner’s Interview Cover and Wheelchair Identity Politics.” *Gender Forum*, no. 68, 2018, pp. 4–7

If you enjoyed this week’s readings and discussion, you may be interested in 2244: Women and Health GSWS 2252F: Selling Sex: Sex Work, Agency and the Law GSWS 2263F: Intersections of Race, Class, and Sexuality, 2270A: Women, Law and Social Change, GSWS 2290F: Indigenous Feminism, 3133F, Lesbian Lives and Cultures

## **Week 11: Modern Body Issues- COVID 19 and Digitized Bodies**

### **Monday, December 2**

Logie, Carmen H. “What Can We Learn from HIV, COVID-19 and Mpox Stigma to Guide Stigma-Informed Pandemic Preparedness?” *Journal of the International AIDS Society*, vol. 25, no. 12, 2022, pp. e26042–e26042, <https://doi.org/10.1002/jia2.26042>.

Zhou, Yuan, and Tracey D. Wade. “The Impact of COVID-19 on Body-dissatisfied Female University Students.” *The International Journal of Eating Disorders*, vol. 54, no. 7, 2021, pp. 1283–88, <https://doi.org/10.1002/eat.23521>.

Boulton, Maggie, et al. “A Foucauldian Discourse Analysis of Media Reporting on the Nurse-as-hero During COVID-19.” *Nursing Inquiry*, vol. 29, no. 3, 2022, p. e12471–n/a, <https://doi.org/10.1111/nin.12471>.

Cave, Stephen, and Kanta Dihal. “The Whiteness of AI.” *Philosophy & Technology*, vol. 33, no.

4, 2020, pp. 685–703, <https://doi.org/10.1007/s13347-020-00415-6>.

If you enjoyed this week's readings and discussion, you may be interested in GSWS 2162A: The Body, GSWS 2205G: Making Men: Critical Studies in Masculinity, and GSWS 2244: Women and Health, GSWS 3355E, Feminist Activism, and 3362F, Feminist Perspectives on Gender-Based Violence

<https://www.uwo.ca/gsws/undergraduate/courses/index.html>