

INTRODUCTION TO FEMINIST AND SOCIAL JUSTICE STUDIES

DR. ALEX KETCHUM

GSFS 200: Introduction to Feminist and Social Justice Studies

Professor: Dr. Alex Ketchum

Email: Alexandra.ketchum@mcgill.ca

Office Hours: Tuesdays 1:30- 3:00 EST (via Zoom beginning September 8)

Once you are registered for the course you will have access to a version of the syllabus with the links to sign up for Zoom office hours with me and the TAs.

Class website: <https://introtofeministstudies.blogspot.com>

Calendar Course Description

Introduction to the key concepts, issues, and modes of analysis in the interdisciplinary fields of feminist and social justice studies. Emphasis on the intersections of gender, race, class, sex, sexuality, and nation in systems of power from historical and contemporary perspectives and the means for collectively transforming them.

Course Aims and Organization

In order to bring coherence to an abundance of material, the class will focus on a few overarching themes. The first part of the class will begin with a general discussion of the meanings of feminism and social justice studies. To do so, we will investigate the history of feminism and social justice movements in Canada and the USA in the 19th, 20th, and 21st centuries. This section will provide a historical context to the theoretical texts with which students will engage throughout the semester. The second part of the class will focus on intersectionality. We will explore the way intersectionality works in regards to matters of gender, class, race, and sexuality. These lenses will then be utilized throughout the rest of the course.

The third part of the course is devoted to special topics. Using what we have learned at the start of the term we will talk about how work, technology, popular culture and media representations, embodiment, health, and more are gendered and racialized. Combining everything we have learned about throughout the term, we will finish the course by talking about how these issues work on a global scale, with a segment on environmentalism. These themes are offered as helpful interpretive frameworks, but students in this course are encouraged to form their own intellectual linkages and narratives.

Pre-requisites and Anti-requisites

There is no prerequisite. The Anti-requisite is WMST 200. If you have taken WMST 200, you cannot also get a credit for GSFS 200 (i.e. they are the same course, the name just changed).

Grading Rubric (explanations will follow below):

- Written Assignment # 1: 25% (DUE **Monday, September 28**, 11:59 EST)
- Written Assignment # 2: 25% (DUE **Monday, November 2**, 11:59 EST)
- Quiz # 1: 15% (DUE **Friday, October 2**, 11:59 EST)
- Quiz #2: 15% (DUE **Friday, November 6**, 11:59 EST)
- Quiz #3: 20% (DUE **Friday, December 4**, 11:59 EST)

How to Use the Syllabus:

The course is divided into 3 Units. You can complete the materials within each unit at your own pace. However, the schedule below is recommended in order to stay on-pace for the course. At the end of each unit, you will have an open note quiz, a writing assignment due (for Units 1 and 2), and the opportunity to attend an optional TA session to discuss the readings and lectures.

To reduce the number of emails you receive, I will send one email each week to your McGill email addresses on Tuesday mornings regarding the course. I will also paste a copy of the email text into the “News/Announcements” section on mycourses.

About the Audio Lectures:

Due to Covid-19, all courses this semester are delivered remotely. In order to make this class as accessible as possible, I will deliver all lectures in the form of audio files/ podcast files. Audio files have many benefits including that they require lower bandwidth, can be played on phones, and can be accessed no matter what time zone you are in. All audio lectures will be accompanied with transcripts that include links to additional material.

You can download the audio files from the class webpage or through popular podcast apps like Apple Podcast, Google Podcast, Podbean, and Spotify, by typing in “intro to feminist and social justice.” All of the transcripts are on the course website:

<https://introtofeministstudies.blogspot.com>

Zoom Conferences:

Each student will sign up for a TA during the first week. If you do not sign up for a TA, you will be assigned a TA. At three points during the semester, you will have the opportunity to discuss the material with other classmates during a zoom session led by your TA. These 50 minute sessions are optional as they will occur at a set time and will not be recorded in order to protect the privacy of your peers. No student will be required to use their camera on their computer/ device.

UNIT 1

All readings are available on mycourses for free in the content section.

Week 1 (September 2- 13)

Audio 1 and Transcript: Introduction

<https://introtofeministstudies.blogspot.com/2020/07/audio-and-transcript-1-introduction.html>

- Why the Class is Designed How it Is
- Gender and the Voice

Reading Assignment:

- 1) Read the Syllabus

Audio 2 and Transcript: The Politics of Citation and Assignments

<https://introtofeministstudies.blogspot.com/2020/07/episode-2-politics-of-citation-and.html>

- Keeping this episode separate as you may wish to return to it several times. All of the assignments are also described in the syllabus.

Audio 3 and Transcript: Defining Terms and Introducing Feminism

<https://introtofeministstudies.blogspot.com/2020/07/episode-3-defining-terms-and.html>

Reading Assignment:

- 1) Caroline Criado Perez, Introduction to “Invisible Women: Data Bias in a World Designed for Men” (2019), 1-25. (ebook PDF 1-11)

Week 2 (September 14- 20)

Audio 4 and Transcript: The Problem with the Wave Theory and 1st Wave Feminism
<https://introtofeministstudies.blogspot.com/2020/07/episode-4-problem-with-wave-theory-and.html>

Reading Assignment:

- 1) Paula Gunn Allen, "Red Roots of White Feminism" (1986)
<https://www.historyisaweapon.com/defcon1/allenredrootsofwhitefeminism.html>
- 2) Nancy A. Hewitt, "Re-rooting American Women's Activism: Global Perspectives on 1848," in Grimshaw, Patricia, et al, eds. *Women's Rights and Human Rights: International Historical Perspectives*, Palgrave, 2001.

Audio 5 and Transcript: 2nd and 3rd Waves- and the Question of the 4th+ Waves
<https://introtofeministstudies.blogspot.com/2020/07/episode-5-second-and-third-waves-and.html>

Reading Assignment:

- 1) The Combahee River Collective (1977). "A Black Feminist Statement."
- 2) Benita Roth, Introduction of: *Separate Roads to Feminism: Black, Chicana, and White feminist Movements in America's Second Wave*. Cambridge University Press, 2004. 1-23.

Week 3 (September 21- 27)

Audio 6 and Transcript: The Many Feminisms and Intersectionality
<https://introtofeministstudies.blogspot.com/2020/07/episode-6-many-feminisms-and.html>

Reading and Watching Assignments:

- 1) Kimberle Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," University of Chicago Legal Forum 1989 (1989): 139-168
- 2) Kimberle Crenshaw, Ted Talk: "The Urgency of Intersectionality" (2016), 19 minutes:https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en

(Optional Reading: Alice Echols, "Daring to Be Bad: Radical Feminism in America 1967-1975" Introduction (1989))

Audio 7 and Transcript: Race
<https://introtofeministstudies.blogspot.com/2020/07/episode-7-race.html>

Reading Assignments:

- 1) Robyn Maynard, Introduction to "Policing Black Lives" (2017). Chapter: On State Violence and Black Lives. p.1-16.
- 2) Peggy McIntosh, "Unpacking the Invisible Knapsack" (1989):
- 3) Patricia Hill Collins, Introduction to "Black Feminist Thought." *Knowledge, Consciousness, and the Politics of Empowerment* (2013). (1-20, note that the PDF goes to page 44)

(Optional Reading: The Asian American Feminist Collective, Zine "Building An Asian American Feminist Movement," Issue 1 (2018):

https://static1.squarespace.com/static/59f87d66914e6b2a2c51b657/t/5bb67de715fcc0b6b52a1ef1/1538686453107/AAFC_Zine1.pdf)

Week 4 (No New Material), (September 28- October 4)

Writing Assignment # 1 (Due on Monday, September 28, 11:59 PM EST)

Quiz # 1, Open Note (Released by Wednesday September 30, Due on Friday October 2, 11:59 PM EST)

TA session (optional)

UNIT 2

Week 5 (October 5-11)

Audio 8 and Transcript: Colonialism and Decolonialization

<https://introtofeministstudies.blogspot.com/2020/07/episode-8-colonialism-de.html>

Reading Assignments:

- 1) Chandra Talpade Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses," (1986). *Boundary* 212(3):333–58.
- 2) Eve Tuck and K. Wayne Yang, "Decolonization is Not a Metaphor" (2012), <https://www.ryerson.ca/content/dam/aec/pdfs/Decolonization-is-not-a-metaphor.pdf>

Audio 9 and Transcript: Global and Transnational Feminisms

<https://introtofeministstudies.blogspot.com/2020/07/episode-9-global-and-transnational.html>

Reading Assignments:

- 1) Gloria Anzaldua, "La Conciencia de la Mestiza: Towards a new consciousness." *Chicana Feminist Thought: The Basic Historical Writings* (1997): 270-274.
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Week 6 (October 12-18)

Audio 10 and Transcript: Sexuality and Sexual Orientations

<https://introttofeministstudies.blogspot.com/2020/07/episode-10-sexuality-and-sexual.html>

Reading Assignments:

- 1) Kathy Rudy, "Radical Feminism, Lesbian Separatism, and Queer Theory." *Feminist Studies* (2001): 191-222.

Audio 11 and Transcript: Transgender and Intersex Identities

<https://introttofeministstudies.blogspot.com/2020/07/episode-11-transgender-and-intersex.html>

Reading Assignments:

- 1) Susan Stryker, "Transgender history, homonormativity, and disciplinarity." *Radical History Review* (2008), 145-157.
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Week 7 (October 19-25)

Audio 12 and Transcript: Class

<https://introttofeministstudies.blogspot.com/2020/07/episode-12-class.html>

Reading Assignments:

- 1) Marilyn Waring, *Counting for nothing: What men value and what women are worth*. University of Toronto Press, 1999. Xix-11.

Audio 13 and Transcript: Work

<https://introttofeministstudies.blogspot.com/2020/07/episode-13-work.html>

Reading Assignments:

- 1) Silvia Federici, "Wages For Housework." (1975) PDF:
<https://www.dropbox.com/s/30ndsy3vyiro7y5/Wages%20Against%20Housework%20%281%29.pdf?dl=0>
- 2) Arlie Hochschild and Anne Machung. *The second shift: Working families and the revolution at home*. Penguin, (1989 originally published): Read Chapter 1 (available on google books:

https://books.google.ca/books?id=St_6kWcPJS8C&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Week 8 (October 26- November 1)

Audio 14 and Transcript: Sex Work

<https://introtofeministstudies.blogspot.com/2020/07/episode-14-sex-work.html>

Reading Assignments:

- 1) Comte, Jacqueline. "Decriminalization of sex work: Feminist discourses in light of research." *Sexuality & Culture* 18.1 (2014): 196-217.
- 2) Alexander, Priscilla. "Sex work and health: A question of safety in the workplace." *J Am Med Womens Assoc* 53.2 (1998): 77-82.

(Optional Watching: Documentary "Live Nude Girls Unite" by Julia Query via Kanopy on the McGill Library Website: <https://mcgill.on.worldcat.org/oclc/953674610>)

Audio 15 and Transcript: Popular Culture, Beauty, Sports

<https://introtofeministstudies.blogspot.com/2020/07/episode-15-popular-culture-beauty-sports.html>

Reading Assignments:

- 1) Ingrid Banks, "Hair Still Matters. Intro." (2000)

Week 9 (No New Material), (November 2-8)

Writing Assignment # 2 (Due on Monday, November 2, 11:59 PM EST)

Quiz # 2, Open Note (Released by Wednesday November 4, Due on Friday November 6, 11:59 PM EST)

TA session (optional)

UNIT 3

Week 10 (November 9-15)

Audio 16 and Transcript: Online Media and Communication

<https://introtofeministstudies.blogspot.com/2020/07/episode-16-online-media-and.html>

Reading Assignments:

- 1) Karla Mantilla, "Gendertrolling: Misogyny Adapts to New Media." *Feminist Studies* 39 (2013): 563–70.

Audio 17 and Transcript: Technology

<https://introtofeministstudies.blogspot.com/2020/07/episode-17-technology.html>

Reading Assignments:

- 1) Ruha Benjamin, *Race after Technology*, (2020). Chapter 1: Are Robots Racist? p.49-76.
- 2) Astra Taylor, *The Automation Charade* (2018)
<https://logicmag.io/failure/the-automation-charade/>

(Optional Reading :Ruth Schwartz Cowan, *More work for mother: The ironies of household technology from the open hearth to the microwave*. Basic Books, 1983. Introduction.)

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Week 11 (November 16-22)

Audio 18 and Transcript: Health

<https://introtofeministstudies.blogspot.com/2020/07/episode-18-health.html>

Reading Assignments:

- 1) Zena Sharman, Introduction to *The Remedy: Queer and Trans Voices on Health* (2018).
- 2) Karen Sandler, "My First Orgasm" (1974). (primary source)
- 3) Birth Control Handbook (primary source) by Donna Cherniak, Allan Feingold, and the McGill Students' Society (1974- first edition was 1969):
https://www.muvs.org/media/pdf/birth-control-handbook_bJ7aOLf.pdf

Audio 19 and Transcript: Reproduction and Reproductive Justice

<https://introtofeministstudies.blogspot.com/2020/07/episode-19-reproduction-and.html>

Reading Assignments:

- 1) Emily Martin, "The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles." *Signs*(1991): 485-501.

- 2) Judith Jarvis Thomson, "A defense of abortion." *Philosophy & Public Affairs*(1971): 47-66.
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Week 12 (November 23-29)

Audio 20 and Transcript: Embodiment, Disability, and Ableism

<https://introtofeministstudies.blogspot.com/2020/07/episode-20-embodiment-disability-and.html>

Reading Assignments:

- 1) Eli Clare's "Body shame, body pride: lessons from the disability rights movement" (2013)
- 2) Judy Freespirit and Alderbaran. "Fat Liberation Manifesto" (1973).
- 3) Aisling McCrea, "Self Care Won't Save Us" (2018)
https://www.currentaffairs.org/2018/11/self-care-wont-save-us?fbclid=IwAR08audih1LQ4VKrCn7BTpmDXI_V49bGOo5WHoec59GHalc6ssQi9JMgKwo

Audio 21 and Transcript: Violence (sexual and domestic)

<https://introtofeministstudies.blogspot.com/2020/07/episode-21-violence-sexual-and-domestic.html>

Reading Assignments:

- 1) Sara Ahmed , "Refusal , Resignation, and Complaint" (2018)
<https://feministkilljoys.com/2018/06/28/refusal-resignation-and-complaint/>

(Optional Reading :Jaclyn Friedman and Jessica Valenti. *Yes means yes: Visions of female sexual power and a world without rape*. Seal Press, 2008. Foreword and Introduction. http://myreader.toile-libre.org/uploads/My_52f02c2d7f658.pdf)

Week 13 (November 30- December 6)

Audio 22 and Transcript: Environmentalism

<https://introtofeministstudies.blogspot.com/2020/07/episode-22-environmentalism.html>

Reading Assignments:

- 1) Rob Nixon, *Slow Violence and the Environmentalism of the Poor*. Harvard University Press (2011) Introduction.

- 2) Vandana Shiva, "Development, Ecology, and Women" *Earthcare: An Anthology in Environmental Ethics*(2009): 274.

And

TA Session # 3

Quiz # 3 Open Note (Released by Wednesday December 2, Due on Friday December 4, 11:59 PM EST)

Assignments:

Written Assignment # 1: (DUE Monday, September 28, 11:59 EST)

Book Analysis

This assignment will give you the opportunity to read the entirety of one of the books that we have looked at on the syllabus. In my desire to make the course as accessible as possible (including class accessibility), I designed the syllabus in such a way that you do not need to purchase any supplies for the course. All texts are available through mycourses. As this is an introductory course, I also wanted to expose you to a wide range of authors (with sometimes conflicting opinions) on a wide variety of topics (especially in case you never have the opportunity to take another course in feminist and social justice studies). However, this unfortunately means that we do not read entire books.

For this assignment, you will select one of the books from the list below (all are available as ebooks through the McGill library). You will read the entire book and then complete the worksheet.

This worksheet will allow you to think about the material presented in the book and also the way that the author presents/ organizes the material itself. By thinking critically about the texts we read, we not only engage with the content, but we can grow as writers. We can think about questions such as: What makes an effective argument? How do authors choose to represent their ideas? What sources/evidence do authors use to back up their arguments?

The books: (Choose 1)

- 1) Invisible Women: Data Bias in a World Designed for Men by Caroline Criado Perez

For this title, use the second link All EBSCO eBooks. The second link allows for an unlimited number of users to access it at once. <https://mcgill.on.worldcat.org/oclc/1048941266>

2) Policing Black Lives by Robyn Maynard

Available in OverDrive – <https://mcgill.overdrive.com/media/3744337>. Unfortunately, there is no unlimited access option available for this title. Our liaison librarian is ordering 5 copies of the book.

3) Race After Technology by Ruha Benjamin (2019)
(<https://ebookcentral.proquest.com/lib/mcgill/detail.action?docID=5820427>)

There is unlimited access to this book!

4) The Remedy: Queer and Trans Voices on Health and Healthcare by Zena Sharman (<https://mcgill.on.worldcat.org/oclc/944463858>)

Here is the OverDrive link : <https://mcgill.overdrive.com/media/3294626>. Unfortunately, there is no unlimited access option available for this title. Our liaison librarian is ordering 5 copies of the book.

5) Slow Violence and Environmentalism of the Poor by Rob Nixon (2011)
<https://hup-degruyter-com.proxy3.library.mcgill.ca/view/title/125458>

There is unlimited access to this book!

Instructions:

Fill out the worksheet in a separate word document and upload it to mycourses.

The Worksheet

Title

Author

Year of Publication

What does the publication year tell us about the book (1-3 sentences):

What is the book about? Provide a summary in (2-6 sentences):

What is the main thesis/ argument of the book in your own words (1-3 sentences):

What kind of evidence is used to support the arguments of the books? (1-5 sentences):

What research methods does the author use to find evidence? (1-5 sentences):

What kind of methodology/ conceptual framework does the author use (hint: this is often discussed in the introduction): (2-5 sentences)

What is the author's epistemology (epistemology is how we know what we know)? (1-4 sentences)

How is this book organized- thematically? Chronologically? What is the importance of that choice? Was it an effective choice?: (2-5 sentences)

Every author makes choices about what she/he/ they choose to include or exclude. What parameters did the author use for their research subject (example: years/dates, geographic focus, language focus, etc)? Did you find this to be an effective choice? Why or why not? (2-5 sentences)

Why did you choose this book from the list? (1-4 sentences)

What are 3 things you learned from this book that you did not know before reading this book (3-6 sentences)

1.

2.

3.

How does this book relate to the materials from this course and how does this book influence the way you view the topic of feminist and social justice studies (1-2 paragraphs)?

Written Assignment #2 (DUE **Monday, November 2,** 11:59 EST)

Research Assignment/ Annotated Bibliography:

As this course serves as an introduction to the larger field of feminist and social justice studies we cover a wide variety of topics. However, we are unable to cover everything. This assignment is the opportunity for you to do some research on a topic of your

choosing. Rather than write an entire research paper, you will use this assignment to just begin the initial research process.

You will create an annotated bibliography. You will need to include 8 sources. Six must be SCHOLARLY/ PEER REVIEWED readings. You must use 1 reading from the course, but no more than 2 readings can come from the course.

How to Format:

(Organize the paper with these actual section headers)

- I. What is your research topic (write 3-7 sentences describing your research topic)
- II. Why are you picking this topic and how does it relate to the course (3-7 sentences)
- III. Annotated Bibliography
 - a. List 8 Sources in alphabetical order (which is properly formatted in Chicago, MLA, or APA style)
 - b. Under each source indicate if it is from the syllabus or not
 - c. Under each source indicate if it is peer reviewed or not
 - d. Under each source you will write a few sentences explaining what the source is about and how the source will be relevant to your research (4-8 sentences per source)—this second part is KEY—Is the source contributing to your theoretical approach? Is it contributing by providing background on the topic? Explain.
- IV. Reflection
 - a. Write one paragraph reflecting on your process of looking for sources for this research topic. Were there any difficulties? Would you have changed anything about your initial approach? Did you learn about new resources in the library during this process? Where would you like to take this research moving forward?

For the 8 sources

- a) 1 must be from class, but no more than 2 readings can be from the syllabus
 - b) 6 of the sources must be scholarly/ peer reviewed
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Quizzes

You will have 3 multiple choice, open note quizzes. You will have a few days to complete the quizzes. The quizzes will be released on Wednesdays and will be due by Friday at 11:59 PM. You can use any transcripts, audio, or reading materials from the class.

Quiz # 1 and Quiz # 2 will only ask questions about their units, 1 and 2 respectively. Quiz # 3 will have some questions from the entire semester.

During the quiz period, you can take as much time as you would like to complete the quiz.

- 1) You can only submit the quiz one time. Use your McGill email address and ID to do so. The link to the quiz will be on mycourses.
- 2) YOU ARE NOT ALLOWED TO CONSULT WITH ANY CLASSMATES FOR THE QUIZZES. (this is cheating).
- 3) DO NOT DISCUSS THE QUIZ MATERIAL WITH ANY OTHER STUDENTS UNTIL THE SATURDAY FOLLOWING THE QUIZ.

Policies and Guidelines

Late Policy and Extensions

I expect you to submit your work on time.

For the first two major assignments, **you are able to submit your 2 written assignments up to one week past the deadline without penalty.** However, late submissions will not receive comments. Papers received more than one week past the deadline will receive a 0. No exceptions.

The Open Note Quizzes must be submitted on the due date. Late submission for these quizzes will result in a 0. No exceptions.

The reason I have created the opportunity for you to turn the paper in 7 days late without penalty is because at present, a significant number of students require accommodations from the OSD, people are grieving lost family members, it's cold and flu season, and also life happens and can throw anyone a curveball (car accidents, bed bugs, breakups, etc). There are also significant barriers of access in many students being able to get medical notes or meet with

therapists. I would never want to stigmatize any student seeking help. I want to trust you. The one week blanket extension for each of the two major assignments is to be fair to provide accommodation to all students in the class who may need it, no matter the reason. The word accommodation also means that in adapting or adjusting, there are some compromises. No, you will not lose any points if you turn the paper in up to 7 days late. However, your TAs have a large teaching and grading load in addition to all of their duties as graduate students. They take classes, are writing their theses or dissertations, work multiple jobs, and also have lives outside of work. To respect their time and to make the accommodation manageable, as it clearly states in the syllabus, if you turn your paper in after the deadline, you will not get comments. Remember that if your paper is more than seven days late, you will receive a zero.

Email Policy

Each student will be assigned a TA. **Email your TA before contacting Dr. Ketchum.** Dr. Ketchum will have weekly office hours via where you can speak. The TAs will also all have weekly office hours and are paid for their labour answering emails.

Remember to check the syllabus before emailing.

Please do not expect email responses from your instructors on the weekends or after business hours. I will respond within 48 hours of the next business day.

How to Interpret Grades in this Course

We are eager to help you do well on assignments before they are due. Please visit your TA during zoom office hours to ask questions about material for the course and assignments on which you are working.

Grades are assigned based on the scale set out in the Arts and Sciences calendar. Grades in the “A” range are awarded only for superior work (and not merely sufficient performance). Grades in the “B” range are awarded for work that is above satisfactory. In the “C” range they are awarded for satisfactory/sufficient work. And in the “D” range, they are awarded for unsatisfactory work.

Final grades will be based on the McGill University scale, reproduced here:

85-100% = A

80-84% = A

75-79% = B+

70-74% = B

65-69% = B-

60-64% = C+

55-59% = C

50-54% = D (Conditional Pass)

0-49% = F (Fail)

Academic Integrity

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/integrity for more information).

Language Rights

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Additional policies governing academic issues which affect students can be found at <http://www.mcgill.ca/deanofstudents/rights/> You are responsible for familiarizing yourself with these regulations prior to the course start-up.

Disability Services

If you have a disability, please register with the Office for Students with Disabilities at 398-6009 (www.mcgill.ca/osd). Please do so within the first week of classes so that accommodations can be made.

Food and Housing Security

When students face challenges securing food and/or housing, it can be difficult to learn. If you are in this situation, resources are available. Our campus offers various services and supports for students; know that you are not alone in dealing with these issues. You can contact Edith Breiner, the Student Affairs Case Manager of Office of the Dean of Students at casemanager@mcgill.ca. To enquire about financial aid, contact: Scholarships and Student Aid Office, 514-398-6012, www.mcgill.ca/studentaid There is information about low rent housing in Quebec here: <https://mcgill.ca/wellness-hub/get-support/student-caregivers>. Meals are available by voluntary donation at The Yellow Door <https://www.yellowdoor.org/rabbit-hole-cafe.html> and by <https://midnightkitchen.org>. Montreal has a variety of food banks including, <https://mileendmission.org/food/>. For more information: <https://www.righttocampus.com/> and also: <https://docs.google.com/document/d/1EgBuE8YQD4wnTjw7799Ty3Lj2gaOd70FTcc6Guo7jLc/e/dit>

University policy concerning e-mail communication with students:

Any official McGill communication with students will be addressed to their McGill email. It is the student's responsibility to ensure that time-critical e-mail is accessed, read and acted upon in a timely fashion. This policy applies to all McGill students and to all McGill employees who

manage official communications with students. It is also your responsibility to make sure that you receive updates from Mycourses.

Grade Appeals

Assignments are graded on performance, not effort. Grades are final, except where a mistake has been made in calculation. Here are the circumstances under which the professor would change a grade: (a) if an error has been made at the level of calculation, or (b) if you have not been held to the same standard as everyone else. If you seek clarification on a grade you have received, you should visit your professor during office hours, keeping in mind the criteria of evaluation on which your assignment was graded. The professor will neither defend nor contest the evaluation; she will instead discuss ways in which you can understand the evaluation and improve upon your performance.

In the event that you feel you received an undeserved grade and wish to dispute it, you must make your case in writing within one week (7 days) of receiving the grade. The case in writing must detail the grounds on which you are making an appeal, accompanied by the original assignment (make a photocopy for yourself). The letter must be typed, single-spaced and printed on paper; email submissions will not be accepted. Grade complaints will not be considered after the week deadline, or if they are not made in writing. If the professor agrees to review your assignment and re-evaluate its grade, keep in mind that your grade could remain the same, be elevated, or be reduced.

You can check your grades and feedback on your papers online on Mycourses. Written assignments 1 and 2 will be returned with a grading rubric.

Respecting Intellectual Property

Do not record zoom conferences or office hours, as a matter to protect the privacy of yourself and other students and allow you the ability to explore ideas. Recording zoom conferences would mean that you are also recording your peers without their consent.

I remind everyone of their responsibility in ensuring that the zoom conference videos and associated material are not reproduced or placed in the public domain. This means that each of you can use it for your educational (and research) purposes, but you cannot allow others to use it, by putting it up on the Internet or by giving it or selling it to others who may also copy it and make it available.

Also, materials made available to you on MyCourses are the property of their author or copyright holder and should not be posted online.

NO STUDENT WILL BE REQUIRED to turn on their computer cameras (More on why: <https://anygoodthing.com/2020/04/06/a-reminder-of-who-is-hurt-by-insisting-that-students-share-images-of-their-personal-lives/>).

Pandemic Preparedness Planning

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Resources for Survivors of Sexual Assault at McGill

<https://www.mcgill.ca/deanofstudents/students/support-survivors-sexual-violence>

Note:

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