

# **WMST 601: Feminist Theories and Methods 2020**

**Mondays 2:35-5:25 EST, Cyber Semester**

**Professor:** Dr. Alex Ketchum

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Office Hours: Tuesdays 1:30-3:00 PM EST via Zoom and after the class discussion via Zoom (starting Tuesday September 8<sup>th</sup>). Students registered in the class will have access to the Zoom office hour sign up sheet.

This is an interdisciplinary graduate seminar that examines feminist inquiry, research, and methodologies across the social sciences and humanities. We will address such issues as: feminist epistemology and knowledge production; “intersectionality” and the years of discussion and theorization that followed its introduction; exclusions in the history of Anglo-American feminism; Indigenous and Black feminist interventions, practices, and methodologies; the intractability of gender-based violence; questions of representation and speaking for others; the dialogues between feminist, queer and trans\* studies, and several other topics.

The course is open to M.A. and Ph.D. students and fulfills one of the course requirements for the Graduate Option in Gender and Women’s Studies as McGill University.

This syllabus was developed with the help of previous professors’ syllabi (Profs. Burman, Sharp, Rentschler, and Sinacore), as well as many friends and colleagues who led me to interesting texts I wasn’t aware of. Thank you, fellow feminist brains!

## **On Being a Cyber/ Remote Semester:**

Covid-19 disproportionately affects marginalized communities. The effects of the pandemic have been gendered, classed, and racialized (whether that is the higher number of deaths within Black and Indigenous communities; the precarity of the jobs of many frontline and gig economy workers; that women are disproportionately losing their jobs and/or are having increased childcare and household work; the increase in domestic abuse; the rise in hate crime against Asian Canadians and Asian Americans; and so much more). The pandemic has further highlighted the social inequalities in our world.

This means that the class will function differently than past years.

It is my responsibility as a feminist and as an instructor of feminist studies to, within the best of my abilities, create a classroom environment that reflects feminist pedagogy and feminist values.

I will aim to limit our Zoom meetings to 1 hour- 90 mins max. I **WILL NOT** require that people turn on their computer cameras (<https://anygoodthing.com/2020/04/06/a-reminder-of-who-is-hurt-by-insisting-that-students-share-images-of-their-personal-lives/>). The additional class time will be useful for group members to collaborate on their presentations.

**Our Class Will Consist of:** a mix of Zoom meetings, asynchronous group presentations, writing assignments, and workshops. The zoom meetings will be hour-long discussions based on the weekly readings and the presentation prepared in advance by the group presenters. The group presentations aim to help you hone your pedagogical skills. The professional development workshops aim to teach you useful skill sets for your time as a graduate student and beyond.

### **Evaluation:**

#### **10% Seminar participation:**

Self-evaluated. You will be responsible for preparing comments on an aspect of the readings you find particularly challenging (or distressing, or methodologically inspiring) and respectful engagement with fellow students (this includes listening and sharing the floor) every week we meet. You will write 1 paragraph reflecting on your participation strengths and weaknesses during the semester and give yourself a grade. **Due December 5, submit electronically through mycourses, 11:59 PM EST.**

**20% Group Presentation:** Your group is responsible for leading the discussion about the readings for that day's discussion. You will sign up for your unit on the first day of the course. You will also bring in one 'show and tell.' A 'show and tell' is an example of a feminist activist intervention or feminist cultural production, e.g. artwork, protest, movie scene, etc., and relate it to some of the ideas/texts we've discussed in class.

You will prepare your group presentation with one or two other students in advance of the discussion day. This presentation will also enable you to hone your pedagogical skills.

The presentation will be due by **9 AM EST** the day before class.

**15% Final paper/project proposal – Due October 7, submit electronically through mycourses, 11:59 PM EST. (workshopping on October 5)**

The goal of your final paper/ project is to produce something useful to your research/work. It can be the literature review for your dissertation/ thesis. It can be a journal article. It can be the methodology section. I am entirely open to discussing alternative formats, if you wish to integrate non-written components into your work. Your proposal is the time to discuss it. More details are available at the back of the syllabus.

#### **10% Written Reflection**

You will be writing a 200- 750 word reflection on an idea from the first half of course that you found particularly thought-provoking, challenging, or interesting. This short reflection will give

you the space to think through a concept that interests you. **Due October 30 on mycourses, 11:59 PM EST.**

**35% Final paper/project – 15-20 pages (or other as discussed in project proposal), Due Dec. 10<sup>th</sup>, through mycourses, 11:59 PM EST.**

**10% Final paper presentation** – At the end of the semester, you will each prepare a presentation that lays out the essentials of your final paper/project. You will share this 5 minute presentation via <https://www.teachthought.com/technology/how-to-use-flipgrid-guide-for-teachers/>. I ask that everyone watches each student's presentation. **Due November 30th**

If you are doing research with humans, you need to complete the REB training and submit the forms. Here is the link: <https://www.mcgill.ca/research/researchers/compliance/human/reb-i-ii-iii/forms-and-guidelines>

### **Weekly readings and schedule:**

#### **September 7 – Introduction to course and going over the basics**

meeting via Zoom at 2:35 EST

Prepare to introduce yourself and your research interests

Sign up for Group Presentations: (students registered for the course will have the official link to sign up)

*Dr. Ketchum on Feminist Pedagogy*

(syllabus poem: [https://twitter.com/keguro\\_/status/1284321417635430405](https://twitter.com/keguro_/status/1284321417635430405))

#### **September 14- Why Feminist Research?**

You will “bring in” a text that is important to your feminist research/ inspires your work. Please avoid bringing in a text already that is on the syllabus. Each person will speak about their article for a couple of minutes and we will have a class discussion about why we were drawn to do feminist research.

#### **How to prepare:**

- 1) choose an article and submit the citation to the mycourses discussion board before class starts
- 2) prepare a 1-2 minute explanation that summarizes the text and why it is important to your research
- 3) On the day of, you will share the 2 minutes about the article.

We will also discuss main topics in feminist theory and women's and gender studies today: defining feminism and types of feminism.

## **September 21 – Debates in feminist theory and methodology; Intersectionality as a point of departure**

**Group 1:** Will upload your presentation by 9 AM EST on September 22 to mycourses, prepare discussion questions for the class hour of discussion

Gunaratnam, Yasmin, and Carrie Hamilton. "Introduction: The Wherewithal of Feminist Methods." *Feminist Review* 115 (2016).

Crenshaw, Kimberlé. "Mapping the margins: Intersectionality, identity politics, and violence against women of color." *Stanford law review* (1991): 1241-1299.

Goeman, Mishuana. "Indigenous interventions and feminist methods." in *Sources and Methods in Indigenous Studies* (2016): 185.

Hemmings, Clare (2011). Introduction, *Why Stories Matter: The Political Grammar of Feminist Theory* (Duke), pp 2-27.

## **September 28 – (continued) Debates in feminist theory and methodology; Intersectionality as a point of departure**

**Group 2:** Will upload your presentation by 9 AM EST on September 27 to mycourses, prepare discussion questions for the class hour of discussion

Puar, Jasbir K. "'I would rather be a cyborg than a goddess': Becoming-Intersectional in Assemblage Theory." *PhiloSOPHIA* 2.1 (2012): 49-66.

Collins, Patricia Hill. "The social construction of black feminist thought." *Signs* 14.4 (1989): 745-773.

Namaste, Viviane (2009), "Undoing Theory: The "Transgender Question" and the Epistemic Violence of Anglo-American Feminist Theory", in *Hypatia* vol. 24, no. 3. Pp 11-32.

Collective, Combahee River. "The Combahee River Collective Statement." (1977).

### **Short workshop on writing methods sections.**

## **October 5 – Standpoint theory; relationality; critical methodologies**

**Group 3:** Will upload your presentation by 9 AM EST on October 4 to mycourses, prepare discussion questions for the class hour of discussion

Hekman, Susan (2004), "Truth and Method: Feminist Standpoint Theory Revisited", and comments by Hartsock, Hill Collins, Harding and Smith, in *The Feminist Standpoint Theory Reader*, ed. Sandra Harding.

Simplician, Stacy Clifford. "Feminist disability studies as methodology: life-writing and the abled/disabled binary." *Feminist Review* 115.1 (2017): 46-60.

TallBear, Kim. "Standing with and speaking in faith: A feminist-Indigenous approach to inquiry", in *Sources and Methods in Indigenous Studies* (2016):78-86.

Tuck, Eve, and K. Wayne Yang. "Unbecoming claims: Pedagogies of refusal in qualitative research." *Qualitative Inquiry* 20.6 (2014): 811-818.]

**Work-shopping your proposals**

**Final paper/project proposal – Due October 7**

**October 12- Canadian Thanksgiving-no class**

**October 19- Dr. Ketchum leading a workshop on journal article publishing**

**Event with librarian Elis Ing**

**October 26 - Research ethics, dilemmas, and predicaments**

**Group 4:** Will upload your presentation by 9 AM EST on October 25 to mycourses, prepare discussion questions for the class hour of discussion

Bailey, Moya. "# transform (ing) DH Writing and Research: An Autoethnography of Digital Humanities and Feminist Ethics." *DHQ: Digital Humanities Quarterly* 9.2 (2015). Available at: <http://www.digitalhumanities.org/dhq/vol/9/2/000209/000209.html>

Noble, Safiya Umoja. "A Future for Intersectional Black Feminist Technology Studies", S + F Online, 2015. Available at: <http://sfonline.barnard.edu/traversing-technologies/safiya-umoja-noble-a-future-for-intersectional-black-feminist-technology-studies/>

Tuck, Eve. "Suspending damage: A letter to communities." *Harvard Educational Review* 79.3 (2009): 409-428.

Burman, Jenny. "Multicultural feeling, feminist rage, indigenous refusal." *Cultural Studies? Critical Methodologies* 16.4 (2016): 361-372.

On citation: <https://points.datasociety.net/how-to-cite-like-a-badass-tech-feminist-scholar-of-color-ebc839a3619c>

**Nov 2: Storytelling**

**Group 5:** Will upload your presentation by 9 AM EST on November 1 to mycourses, prepare discussion questions for the class hour of discussion

-Alcoff, Linda Martín (1991-1992), "The Problem of Speaking for Others." *Cultural Critique* 20, 5-32.

-Hill, Amy (2010). "Digital storytelling for gender justice", Ch 8 of *Confronting Global Gender Justice: Women's Lives, Human Rights*, 126.

-Love, Heather. "Truth and consequences: On paranoid reading and reparative reading." *Criticism* 52.2 (2010): 235-241.

**Nov 9:** **Dr. Ketchum leading a workshop on academic conferences**  
(<https://emilycontois.com/2014/06/24/conference-tips/> is a good resource)

Followed by: **On Alt Ac workshop and marketing yourself led by Dr. Ketchum**

Troy Vettese, "Sexism in the Academy" (2019)  
[https://nplusonemag.com/issue-34/essays/sexism-in-the-academy/?fbclid=IwAR2rrQKujgkWydyjGpMt3LoUTyoaX\\_15l-XBApJFbjq16HNTvcdWazkDtQQ](https://nplusonemag.com/issue-34/essays/sexism-in-the-academy/?fbclid=IwAR2rrQKujgkWydyjGpMt3LoUTyoaX_15l-XBApJFbjq16HNTvcdWazkDtQQ)

## **Nov 16: Discursive and Structural Violence and anti-violence activism**

**Group 6:** Will upload your presentation by 9 AM EST on November 15 to mycourses, prepare discussion questions for the class hour of discussion

Jiwani, Yasmin, and Mary Lynn Young. "Missing and murdered women: Reproducing marginality in news discourse." *Canadian Journal of Communication* 31.4 (2006): 895.

Wanzo, Rebecca. "The era of lost (white) girls: On body and event." *differences* 19.2 (2008): 99-126.

Butler, Judith (2003), "Violence, Mourning, Politics", in *Studies in Gender and Sexuality* 4(1):9-37.

Abu-Lughod, Lila (2013), Chapter 1 of *Do Muslim Women Need Saving?* (Harvard UP). Available at McGill as a library e-book.

Duggan, Lisa, and José Esteban Muñoz. "Hope and hopelessness: A dialogue." *Women & Performance: a journal of feminist theory* 19.2 (2009): 275-283.

## **Nov 23- Peer Review and Broadcasting Our Work and Realities of the Academy**

**Group 7:** Will upload your presentation by 9 AM EST on November 22 to mycourses, prepare discussion questions for the class hour of discussion

Introduction to Data Feminism: <https://bookbook.pubpub.org/data-feminism>

On Reviewer 2: <https://gukira.wordpress.com/2019/06/04/reviewer-2/?fbclid=IwARoKUpSYOepOQOFgLeh1pp5sNPDiyaPH-5XsikDLg84SVKKrrhS2Ma3Fklc>

Hannah McGregor Secret Feminist Agenda Podcast: pick an episode

*Student workshop to peer review*

**November 30-** Student presentations of final papers (while also being a potluck party!)

**December 10 – Final papers due!**

# Description of Assignments

"We know that athletes, musicians, and actors all have to practice, rehearse repeat things until it gets into the body, the 'muscle memory,' but for some reason, writers and visual artists think they have to be inspired before they make something not suspecting the physical act of writing or drawing is what brings that inspiration about. Worrying about its worth and value to others before it exists can keep us immobilized forever. Any story we write or picture we make cannot demonstrate its worth until we write it or draw it. The answer can't come to us any other way."

Lynda Barry, Syllabus: Notes From An Accidental Professor (2014), p.163

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## Project Proposal

Due: Wednesday Oct. 7 (11:59 PM to mycourses)

The goal of your final paper/ project is to produce something useful to your research/work. It can be the literature review for your dissertation/ thesis. It can be a journal article. It can be the methodology section. It can be a paper unrelated to your dissertation topic. I am entirely open to discussing alternative formats, if you wish to integrate non-written components into your work. Your proposal is the time to discuss it.

### **Check list**

- Format
- Research Aim
- Research Methods
- Timeline: list in detail all the steps and deadlines for completing the thesis
- Works Cited MLA, Chicago, or APA

### **1. Format (100-300 words)**

Explain what format you will use for your final paper/ project and why. Is it a journal article? A dissertation proposal? Is it a thesis chapter? Is it your literature review? Explain why producing this piece of writing (or mix of writing/ project) is beneficial to your scholarship.

### **2. Aim (50-250 words)**

Aim: What is the broad topic you are interested in? What problem do you want to investigate? This is your research aim. Focus on a significant problem, issue, controversy or contradiction. Tip on coming up with a good research aim: Ask the 'journalistic' questions (who, what, when, where, why) about your topic until you get down to a single question that is both specific and substantive.

### **3. Research Methods (150-500 words)**

Outline and provide a rationale for your approach in terms of methodology and research methods.

To make these decisions, think about how your specific approach is situated in the theoretical debates that have taken place with regard to the politics of feminist, critical race, queer, critical disability, and/or decolonizing knowledge production. If you are writing a lit review, discuss your approach to finding the sources you are using.

i. Methodology is the theories and analyses that guide how research should proceed. Here you are developing a theoretical framework and applying it to the question of how you will conduct your research. You should also specify the disciplinary aspects of your ways of knowing here – What disciplines are you working in/or between? What problems and opportunities does this pose in how you approach your research process and techniques for collecting and analyzing data? The methodology forms the critical attitude of your research design decisions. You might think of this as the guiding principles of your research practice. These justify your selection of methods – so they are both ideological and functional. You might choose a specific set of feminist principles such as intersectionality, queer theory, or decolonizing frameworks for your methodological framework. Note what methodological concerns raised in feminist scholarship are relevant to your research. For instance, how are you informed by issues such as situated knowledge, standpoint, objectivity, marginality, representation, intersectionality, decolonization, collaboration and interdisciplinarity? What ethical issues, power issues, risks of othering, access issues and so on inform how you proceed? It might be helpful to outline your methodology in the form of principles that guide your research. You **should cite at least 2 sources in developing your methodology.**

#### ii. Method

Methods are the specific techniques you use for gathering evidence. Some methods used by feminist researchers in the social sciences and humanities include discourse analysis, interviews, focus groups, text-based analysis, literature reviews, oral history, archival research, ethnography, media analysis, and arts-based research. Your choice in methods should reflect the aims established in your research question/thesis, epistemology and your methodology. Give a rationale for your choices.

### **4. Timeline**

List all the steps involved in completing the project, with deadlines sketched in. This includes not just the deadline established by the course, but your own internal deadlines for different research tasks. Begin by creating a task list, and go from there.

### **5. Works Cited**

Please include a works cited list in MLA, Chicago, or APA format, citing the sources used in your proposal.

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## Final Paper Presentation for WMST 601:

5 minutes per student

Cover:

1. Quick overview of what you did (1-2 minutes)
2. Your key finding (1-2 minutes).
  - a. if you did a literature review—what was a major trend you saw in the literature and how is this useful to your research and the class more generally
  - b. if you wrote an article- what was your thesis statement/ main finding
3. How this informs the conversation about Feminist/Gender/Queer studies. (1 minute)

You will have 5 minutes total. You will be uploading your presentation

<https://www.teachthought.com/technology/how-to-use-flipgrid-guide-for-teachers/>. So practice ahead of time.

During our last class we will discuss the presentations.

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### Recommended Additional Reading:

- Arvin, Maile, Eve Tuck, and Angie Morrill. "Decolonizing feminism: Challenging connections between settler colonialism and heteropatriarchy." *Feminist Formations* 25.1 (2013): 8-34.

-Bilge, Sirma (2010). Recent feminist outlooks on intersectionality. *Diogenes*, 57(1), 58-72.

-Grosz, Elizabeth (2011), "The Future of Feminist Theory: Dreams for New Knowledges", from *Becoming Undone* (Duke UP), pp 74-87

-Hawkesworth Mary (2006). *Feminist Inquiry: From Political Conviction to Methodological Innovation*. Rutgers University Press, Ch 2-3. 54-97

-Heyes, Cressida (2003) "Feminist Solidarity after Queer Theory: The Case of Transgender" *Signs* 28(4): 1093-1120.

-Jaggar, Alison M. Selections from *Just methods: An interdisciplinary feminist reader*. Paradigm, 2014, 2<sup>nd</sup> ed.). pp 3-67, 417-432, 457-483

-Lorde, Audre (2009), Selections from *I Am Your Sister: Collected and unpublished writings of Audre Lorde*, Eds R Byrd et al (Oxford UP)

Muñoz, Jose Esteban et al. (2015), Dossier « Theorizing Queer Inhumanisms », in *GLQ: A Journal of Lesbian and Gay Studies*, Vol 21, 2-3. (40 pp)

-Pinto, Samantha. *Difficult diasporas: The transnational feminist aesthetic of the black Atlantic*. NYU Press, 2013.

- Rentschler, Carrie. "Rape culture and the feminist politics of social media." *Girlhood Studies* 7.1 (2014): 65-82.
- Simpson, Audra (2014), "The Gender of the Flint: Mohawk Nationhood and Citizenship in the Face of Empire", in *Mohawk Interruptus: Political life across the borders of settler states* (Duke UP) 147-176.
- Mistress Snow, "I Told My Mentor I was a Dominatrix, She rescinded her letters of recommendation." [https://www.chronicle.com/interactives/20191205-Snow-SexAdjunct?key=mioBff1vaLHLO9\\_no2Emg6OTZVILuyCZlwaw18QVlblsLa8oIYadwUEl7whg6Tjic2ZTUXd5bmJGMHJPeDBNVndpYVVfVnQtMUFzel81Q3VTSzhabFR4YmlTMA&fbclid=IwARoO9ycgeoZUIDY4BEwZo1HqjeHBZbS7Acvt1UvsoYrx3rC7spSXo9acKnY](https://www.chronicle.com/interactives/20191205-Snow-SexAdjunct?key=mioBff1vaLHLO9_no2Emg6OTZVILuyCZlwaw18QVlblsLa8oIYadwUEl7whg6Tjic2ZTUXd5bmJGMHJPeDBNVndpYVVfVnQtMUFzel81Q3VTSzhabFR4YmlTMA&fbclid=IwARoO9ycgeoZUIDY4BEwZo1HqjeHBZbS7Acvt1UvsoYrx3rC7spSXo9acKnY)
- Stewart, Abigail J., Jayati Lal, and Kristin McGuire. "Expanding the Archives of Global Feminisms: Narratives of Feminism and Activism." *Signs* 36.4 (2011): 889-914.]
- Tuck, Eve, and K. Wayne Yang. "Decolonization is not a metaphor." *Decolonization: Indigeneity, Education & Society* 1.1 (2012).
- Vaccaro, Jeanne. "Feelings and Fractals Woolly Ecologies of Transgender Matter." *GLQ: A Journal of Lesbian and Gay Studies* 21.2-3 (2015): 273-293.
- Wiegman, Robyn. "The times we're in: Queer feminist criticism and the reparative 'turn'." *Feminist Theory* 15.1 (2014): 4-25.
- Williamson, Terrion L. "In the Life: Black Women and Serial Murder." *Social Text* 33.1 122 (2015): 95-114.

### **Late Policy and Extensions**

I expect you to submit your work on time. Late submissions will lose 5% per day.

### **Inclusion and Access**

I am strongly committed to access and inclusion. As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.

Unfortunately my office is not accessible to people with mobility impairments. I am happy to meet elsewhere if 2 flights of stairs present a barrier to access for you.

### **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](mailto:casemanager@mcgill.ca). To enquire about financial aid, contact: Scholarships and Student Aid Office, 514-398-6012, [www.mcgill.ca/studentaid](http://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/>.

### **Guidelines for Productive Discussion and Discussion Responses**

Following a few basic discussion guidelines will help insure that this time is productive, enlightening and fun for all of us.

1. Experience and anecdote do not constitute evidence in a scholarly argument. While you each bring interesting experiences to the classroom, ONLY bring up your personal experience when it is relevant to class discussion; think carefully about this before you speak about your experience. If you bring up your own experience in class, recognize that it becomes a public topic for discussion. Others may interpret your experience differently than you do, and they are free to respectfully disagree with your interpretation. Furthermore, ask yourself what point you seek to make by talking about yourself. Is it really relevant? Do you want others to know this about you?
2. Work to create a shared climate of friendly and lively discussion. Avoid personal attacks, jabs, and grandstanding behaviors. Also avoid overly personalizing the topic under discussion. The point is to build knowledge together, not to look good or act smarter than everyone else or endlessly talk about yourself.
3. Disagreements are natural and welcome in scholarly discussion. So are arguments. But arguments are not contests. Grant your fellow course participants courtesy and respect, whether you agree with what they say or not.
4. As much as possible, avoid purely negative critique in your comments. Our goal in discussion is to understand the texts we read and how they might be useful to us – in addition to cultivating our skills in critique. Understand first; criticize second.
5. Wait your turn – do not interrupt others.
6. You do not have to express own opinion on a subject. You are also free to change your mind on any topic at any time.

**Statement on Academic Integrity:** McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offenses under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/integrity](http://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.

## **Email Policy**

**Please restrict questions about assignments for class time or office hours.** Your fellow students will likely benefit from your question about the assignment. Also, make sure to read the syllabus thoroughly.

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.

## **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.

## **Laptops Policy**

Students should be mindful not to distract classmates by texting, surfing the web, chatting, watching videos, etc., in class. The instructor reserves the right to ask students who violate this request to leave.

## **Respecting Intellectual Property**

Please do not record lectures or discussions. Recording lectures would mean that you are also recording your peers without their consent. Also, materials made available to you on MyCourses are the property of their author or copyright holder and should not be posted online.

These virtual conference sessions via zoom will not be recorded. As a matter to protect the privacy of yourself and other students and allow you the ability to explore ideas.

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.

## **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.

### **Note:**

© Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.