

INTD 352
Disasters and Development
Fall 2022

Class time: Tuesdays and Thursdays, 8:35-9:55 (Lectures will run from 9:05-9:55 from 13 September onwards)

Room: MacDonald Engineering Building, room 276 (ENGMD 276)

Instructor: Professor Megan Bradley (she/her) (megan.bradley@mcgill.ca)

TA: Maya Hunter (maya.hunter@mail.mcgill.ca)

Office hours: Tuesday, 10:30-12:00, Leacock 539 (or by appointment)

Course description

Every year, thousands of people die in disasters, millions are displaced, and billions of dollars are lost in damages. Are these disasters *natural*? Are they temporary if tragic ruptures in the development process, or signs of the failure of mainstream development? Through interdisciplinary investigation and a wide range of case studies spanning the global South and North, this course will examine how disasters shape and are shaped by socio-economic conditions, inequalities and development processes. It will analyze disaster mitigation, preparedness, response and recovery efforts from the global to local levels, focusing on their social and political dimensions. It will also explore survivors' perspectives and experiences, including as reflected in ethnography, histories and film. Particular attention will be paid to questions of accountability and justice, including in recovery and reconstruction processes, and in relation to the effects of climate change.

Learning objectives and approach

This course is organized in five parts:

- Part I: Introduction – Creating disasters
- Part II: Exploring core concepts in the “city care forgot” – New Orleans and Hurricane Katrina
- Part III: International interventions
- Part IV: Disaster dynamics and experiences
- Part V: Recovery, risk reduction, accountability and justice

By the end of this course, students should be able to:

- Understand, from a variety of disciplinary perspectives, how disasters shape and are shaped by socio-economic conditions, inequitable power distributions, and development processes;
- Critically analyze disaster risk reduction, response and recovery efforts, at intersecting local, national and international levels; and
- Develop and present persuasive oral and written arguments on disasters and their impacts, drawing on insights from historical and recent cases.

Required readings

Required readings are identified below. All readings are available electronically (journal articles and e-book chapters) and can be accessed via the McGill Library website.

Important dates

1 September	Course begins
13 September	Conferences start this week, lecture runs from 9:05-9:55 from now on
29 September	Mid-term assignment posted to MyCourses after lecture

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4, 6 October	Classes cancelled, no office hours
Week of 10 October	No lectures or conferences (reading week)
Week of 17 October	No conferences
18 October	Mid-term assignment due (9:05AM, hard copy in class)
17 November	Deadline for permission to do research paper option for final assignment
24 November	Questions for final assignment will be posted by MyCourses after lecture
1 December	Last class; Final assignments due at start of class

Assignments and assessment

10%	Participation in conference
15%	Presentation in conference
15%	Critical reflections
25%	Mid-term assignment
35%	Final assignment

Further information on assignments, assessment and extra credit opportunities is available at the end of the syllabus.

Content is subject to change.

Lecture program

Part I: Introduction – Creating disasters

Class 1: 1 September (8:35-9:55)

Introduction to the course

- W. Steffen et al (2018) “Trajectories of the earth system in the Anthropocene” (i.e. “The hothouse paper”), *Proceedings of the National Academy of Sciences* 115(33): 8252-8259.

Class 2: 6 September (8:35-9:55)

What is a disaster?

- A. Oliver-Smith (1999) “What is a disaster? Anthropological perspectives on a persistent question,” in A. Oliver-Smith and S. Hoffman (eds.) *The angry earth: Disaster in anthropological perspective*, London: Routledge, pp. 18-34.
- B. Wisner, P. Blaikie, T. Cannon and I. Davis (2004) “The challenge of disasters and our approach,” in *At risk: Natural hazards, people’s vulnerability and disasters*, London: Routledge, pp. 3-41. (e-book, or see https://www.preventionweb.net/files/670_72351.pdf).

Class 3: 11 September (8:35-9:55)

A tale of two disasters: Development dynamics in the 2010 Haiti earthquake and Japan’s 2011 “triple catastrophe”

- Elizabeth Ferris and Mireya Solís (2013) “Earthquake, tsunami, meltdown: The triple disaster’s impact on Japan, on the world,” <https://www.brookings.edu/blog/up-front/2013/03/11/earthquake-tsunami-meltdown-the-triple-disasters-impact-on-japan-impact-on-the-world/>.
- M. Schuller (2016) “Haiti’s unnatural disaster,” in *Humanitarian Aftershocks in Haiti*, New Brunswick, NJ: Rutgers University Press, pp. 19-44.

Part II: Exploring core concepts in the “city care forgot” – New Orleans and Hurricane Katrina

Class 4: 13 September (9:05-9:55)

Risk

- Documentary: *Trouble the water* (2008) (DVD available on reserve in the library, or for rent through YouTube.)
- K. Tierney (2014) “Risking more, losing more: Thinking about risk and resilience,” and “A different perspective: The social production of risk,” in *The social roots of risk: Producing disasters, promoting resilience*, Palo Alto: Stanford University Press, pp. 1-10, and 31-49.

Class 5: 15 September

Vulnerability

- A. Oliver-Smith (2004) “Theorizing vulnerability in a globalized world: A political ecological perspective,” in G. Bankoff, D. Hilhorst and G. Frerks (eds.) *Mapping vulnerability: Disasters, development and people*, London: Routledge, pp. 10–24.
- D. Penner and K. Ferdinand (2009) *Overcoming Katrina: African American voices from the Crescent City and beyond*, London: Palgrave. Read “Introduction” (pp. xvii-xxv) and at least four narratives, one from each of the book’s four main sections: (i) Retirees; (ii) At the height of their careers; (iii) Thirty somethings; (iv) Coming of age. (e-book, access via McGill Library)

Class 6: 20 September

Resilience

- IFRC (2016) “Making the case for resilience,” in *World Disaster Report 2016: Resilience – Saving lives today, investing for tomorrow*, Geneva: IFRC, pp. 11-33, http://www.ifrc.org/Global/Documents/Secretariat/201610/WDR%202016-FINAL_web.pdf.
- V. Adams (2013) “It’s not about Katrina,” in *Markets of sorrow, labors of faith*, Durham: Duke University Press, pp. 1-21.

Part III: International interventions

Class 7: 22 September

The Sendai Framework for Disaster Risk Reduction

- M. Cooper (2019) “Seven dimensions of disaster: The Sendai Framework and the social construction of catastrophe,” in *Cambridge handbook of disaster risk reduction and international law*, pp. 17-51.
- D. Fitzpatrick and C. Compton (2019) “Disaster risk reduction and the state: The failure of no-build zones after Typhoon Haiyan,” in *Cambridge handbook of disaster risk reduction and international law*, pp. 295-312.

Class 8: 27 September

Humanitarian responses

- M. Barnett (2011) “Introduction: The crooked timber of humanitarianism,” and “Co-dependence: Humanitarianism and the world,” in *Empire of humanity: A history of humanitarianism*, pp. 1-46.

Class 9: 4 October

“Dual disasters” and disaster diplomacy

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- I. Kelman (2011) “The origins of disaster diplomacy”; “Moving forward with disaster diplomacy” and “Principal lessons for application,” in *Disaster diplomacy: How disasters affect peace and conflict*, London: Routledge, pp. 1-10, 135-141.
- A. Waizenegger and J. Hyndman (2010) “Two solitudes: Post-tsunami and post-conflict Aceh,” *Disasters* 34(3): 787-808.

Part IV: Disaster dynamics and experiences

Class 10: 18 October

Public health emergencies (I): The HIV/AIDS crisis

NB: Mid-term assignments due in hard copy at the *start* of class (9:05).

- Documentary: *How to survive a plague* (2013) (Available streaming via [McGill Library](#), or via Prime Video)
- P. Farmer (2006) “Introduction: The Exotic and the Mundane,” in *AIDS and accusation: Haiti and the geography of blame*, Berkeley: University of California Press, pp. 22-33.

Class 11: 20 October

Public health emergencies (II): Ebola

- S. Abramowitz et al (2015) “Community-centered responses to Ebola in urban Liberia: The view from below,” *PLOS Neglected Tropical Diseases* 9(5).
- A. Wilkinson et al (2017) “Engaging ‘communities’: Anthropological insights from the West Africa Ebola epidemic,” *Philosophical Transactions B* 872.

Class 12: 25 October

Technological disasters: Focus on Chernobyl

- Documentary: *Babushkas of Chernobyl* (2015) (Available streaming via [McGill Library](#))
- Charles Perrow (1999) “Introduction,” in *Normal accidents: Living with high risk technologies*, Princeton: Princeton University Press, pp. 3-13. (e-book)
- S. Plokhly (2018) “The true cost of the Chernobyl disaster has been greater than it seems,” Time, <http://time.com/5255663/chernobyl-disaster-book-anniversary/>.

Class 13: 27 October

Gender and disasters

- M. Fordham (2013) “Gender disaster and development: The necessity for integration,” in M. Pelling (ed.) *Natural disasters and development in a globalizing world*, London: Routledge, pp. 57-74.
- J. Hyndman (2008) “Feminism, conflict and disasters in post-tsunami Sri Lanka,” *Gender, Technology and Development* 12(1): 101-121.

Class 14: 1 November

Famine

- A. de Waal (2017) “An unacknowledged achievement” and “Famines as atrocities” (chapters 1 and 2) in *Mass starvation: The history and future of famine*, London: Wiley, pp. 5-35.

Class 15: 3 November

Displacement in disasters, displacement as disaster

- R. Zetter and J. Morrissey (2014) “The environment-mobility nexus: Reconceptualizing the links between environmental stress, (im)mobility and power,” in E. Fiddian-Qasmiyeh, G. Loescher, K. Long and N.

Sigona (eds.) *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 342-354.

- E. Rohland, M. Böcker, G. Cullmann, I. Halterman and F. Mauelshagen (2014) “Woven together: Attachment to place in the aftermath of disaster,” in M. Cave and S. Sloan (eds.) *Listening on the edge: Oral history in the aftermath of crisis*, Oxford: Oxford University Press, pp. 183-206.

Class 16: 8 November

Spectacle and invisibility: Representing disasters

- G. Cooper (2019) “Distant suffering in a digital world,” in *Reporting humanitarian disasters in a social media age*, pp. 21-44.
- G.A. Ulysse (2015) “Why representations of Haiti matter more now than ever,” in *Why Haiti needs new narratives*, Middletown: Wesleyan University Press, pp. 26-31.

Class 17: 10 November

Critical disaster studies and non-crises

- A. Horowitz and J. Remes (2021) “Introducing critical disaster studies,” in *Critical Disaster Studies*, Philadelphia: University of Pennsylvania Press, pp. 1-8.
- D. Strolovitch (2021) “When does a crisis begin? Race, gender and the subprime noncrisis of the late 1990s,” in *Critical Disaster Studies*, Philadelphia: University of Pennsylvania Press, pp. 51-69.

Part V: Recovery, risk reduction, accountability and justice

Class 18: 15 November

Recovery and risk reduction (I): Building back better or reproducing risks?

- UNISDR (2017) *Building back better in recovery, rehabilitation and reconstruction – 2017 consultative version*, https://www.unisdr.org/files/53213_bbb.pdf.
- R. Murphy et al (2018) “Survivor-led response: Local recommendations to operationalise building back better,” *International Journal of Disaster Risk Reduction* 31: 135-142.

Class 19: 17 November

Recovery and risk reduction (II): Focusing on participation

- D. Archer and S. Booyabancha (2011) “Seeing disasters as opportunities: Harnessing the energy of disaster survivors for change,” *Environment and Urbanization* 23: 351-365.
- A. Sherwood (2019) “Grabbing solutions: Internal displacement and post-disaster land occupations in Haiti,” in *Refugees’ roles in resolving displacement and building peace: Beyond beneficiaries*, pp. 168-186.

Class 20: 22 November

Memory, commemoration and loss

- E. Simpson and S. Corbridge (2014) “The geography of things that may become memories: The 2001 earthquake in Kachchh-Gujarat and the politics of rehabilitation in the prememorial era,” *Annals of the Association of American Geographers* 96(3): 566-585.
- E. Simpson and M. de Alwis (2008) “Remembering natural disaster: Politics and culture of memorials in Gujarat and Sri Lanka,” *Anthropology Today* 24(4): 6-12.

Class 21: 24 November

Disaster justice and accountability for massive rights violations in disasters

- M. Bradley (2017) “More than misfortune: Natural disasters as a concern for transitional justice,” *International Journal of Transitional Justice* 11(3): 400-420.
- A. Lukasiewicz (2020) “The emerging imperative of disaster justice,” in *Natural hazards and disaster justice*, pp. 3-19.

Class 22: 29 November

Climate justice

- E. Posner and D. Weisbach (2010) “Introduction,” in *Climate Change Justice*, Princeton: Princeton University Press, pp. 1-9.
- H. Shue (2010) “Deadly delays, saving opportunities: Creating a more dangerous world?” in S. Gardiner et al (eds.) *Climate Ethics*, Oxford: Oxford University Press, pp. 146-162.

Class 23: 1 December

Conclusion: Disasters, sustainable development and the Covid-19 pandemic revisited

NB: Final assignments due in hard copy at the *start* of class (9:05).

- I. Kelman (2017) “Linking disaster risk reduction, climate change and the sustainable development goals,” *Disaster Prevention and Management: An International Journal* 26(3): 254-258.
- B. Abidoje et al (2021). *Leaving No One Behind: Impact of COVID-19 on the Sustainable Development Goals*, New York: UNDP, pp. 4-17.

Course Assignments and Evaluation Criteria

Participation, assessment and COVID-19 Guidelines: Currently this course is scheduled to be offered on campus, in person. We will adapt as needed. Thank you in advance for your flexibility and understanding. I will communicate with you as quickly as possible if there are any COVID-related changes to the schedule.

Please ***do not come to lectures or to conferences*** if you are not feeling well, have tested positive, or been in close contact with someone who has tested positive for COVID-19. While regular attendance and active participation in conference sessions are basic expectations for every student, participation assessments will take into account constraints posed by illness, etc. If you need to miss a conference, please notify our TA by email in advance. Unexplained absences will negatively affect participation assessments. If you need to miss multiple classes, and/or if you are unable to present or submit work on time due to COVID-19 or other significant health concerns, reach out to our TA (for conference presentations) or to me (for midterm and final assignments), and we will make appropriate arrangements. Except in emergency situations, you should reach out to me and our TA in advance of any deadline. In the absence of advance communication (or significant extenuating circumstances), the regular late penalties will apply (please see below).

Participation in conferences (10%)

Active participation of all students is essential to successful conferences. Participation will be assessed on the basis of:

- Regular presence in conferences
- Demonstrated preparation (required readings done, ready to summarize key argument of each reading and themes linking the texts, questions prepared on each reading)
- Active participation and contribution to discussion
- Encouragement of participation of other students

NB: Attendance for the full duration of the lectures and conferences is expected. Phones should be silenced and put away during class. This course aims to create an environment conducive to learning and open discussion. This requires respect, attentiveness and thoughtfulness, particularly in class conversations, as well as a willingness to offer and receive constructive criticism. Disagreement is an essential part of learning – but needs to be handled with respect. Please see the notes above on covid, attendance and participation.

Conferences will, generally speaking, focus on material covered in lectures the previous week. There will be 10 conferences over the course of the term. Conferences start the week of 13 September, and finish the week of November 28; there will be no conferences the week of 10 October (reading week) or 17 October.

Presentation in conference (15%)

In teams of max. 3 students per group, prepare a minimum 10-minute and maximum 12-minute oral presentation in English that explores a particular disaster situation, relevant to the conference session, in light of concepts/themes explored in the course. The case should be selected by the team and confirmed with the TA in advance of the presentation. In some cases, with the TA's permission, it may be acceptable for a team to give a presentation on a case that has already been introduced in class or by a previous group, provided that the second presentation deepens rather than repeats the previous presentation. Generally speaking, however, teams should select cases that have not yet been covered in lecture or by other members of the conference.

Presentations should go beyond simply describing the case. They should engage the literature (including but not limited to the literature assigned for the conference session) to offer a clear argument and analysis of the case, deepening class members' understanding of the concepts being discussed in the conference/course, and the case itself. Each team member must participate actively in delivering the presentation.

Presentations must include:

- A *brief* overview of the case (providing essential background information); and
- A focused *analysis* of the case, applying concepts and arguments from the course and relevant literature to advance a clearly expressed perspective;
- Questions to stimulate class discussion/reflection following the conclusion of your presentation.

The group case study presentations will be assessed by the TA. Teams will be formed in the first conference of the term.

Break-down of marks

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|----------|--|
| 6 points | Effective communication of ideas <ul style="list-style-type: none">• Logical organization of ideas/structure• Clear explanations• Appropriate use of visual or oral learning aids• Ability to effectively communicate and engage with the class |
| 9 points | Understanding of the topic, analysis and argument <ul style="list-style-type: none">• Explanation of relevant terms, concepts and debates• Situation of the case in relation to the broader themes under discussion• Clear argument and analysis of the case• Appropriate engagement of concepts/arguments from the readings• Articulation of insightful observations on the case• Relevance and analytical depth of discussion questions |

Critical reflections (15%)

Over the course of the term, students are to complete five critical reflections, based on the course lecture/readings for a particular class. Each critical reflection should be submitted via MyCourses within 24 hours of the class for which it was prepared (i.e. if you choose to do a critical reflection for Class 2 on “What is a disaster?” scheduled for 6 September, this should be uploaded to MyCourses by 8:35AM on 7 September). It is up to each student to identify the classes for which you would like to complete a critical reflection, and to upload it before the deadline.

Each critical reflection should be 200-300 words long, and should engage and react to the material covered in the class. For example, critical reflections may identify the strengths and weaknesses of the readings, discuss examples and counter-examples, draw connections across the readings, and/or raise questions you have about the topic. Our TA may draw on the critical reflections to guide discussion in the conference sessions.

Critical reflections will be graded on a pass-fail basis at the end of the course. If you are concerned that your critical reflection may not be of a passing quality, discuss this with our TA promptly during her office hours. Students are welcome to submit more than five critical reflections; the best five will be used to determine the grade received for this assignment.

Break-down of marks

15 points

- Effective communication of ideas
- Demonstrated engagement with the course materials
- Identification of pertinent questions, themes or tensions related to the material

Mid-term (take-home) (25%)

Deadline: 9:05AM, Tuesday 18 October (hard copy)

The mid-term is a take-home assignment. It will be posted to MyCourses following the lecture on Thursday 29 September, and must be submitted in hard copy at the start of class on Tuesday 18 October. There will be no class on Friday 14 October (a rescheduled Tuesday class, in light of the fall reading week). Instead, students may devote this time to working on their mid-term assignments.

The test will consist of short essay questions covering the topics addressed in the first 9 classes. Students will be required to answer **two** questions. The question the student is answering must be clearly identified to avoid penalties. Effective responses to the short-essay questions will not necessarily involve extensive independent research, but can be answered by drawing on the materials addressed in lectures and in the required readings. However, students are welcome to integrate additional independent research in their response to the short essay questions.

Each short essay should be a maximum of 4 double-spaced pages, plus bibliography. Students are required to type their text in 12-point font with standard margins and double spaced text. Citations should be in-text (e.g. Madrigal 2022, 6) and must follow a standard academic format. Each short essay should define any key concepts/terms, and *must advance a clearly articulated and effectively supported argument (thesis)* that directly relates to and critically engages the essay question. The final mark for the assignment will be determined on the basis of the average grade received for each of the two short essays.

Break-down of marks for each short essay

12 points Effective communication

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- Clear and logical organization of ideas (structure of paper)
- Pertinent examples
- Style, grammar and spelling
- Standardized referencing according to academic conventions

- 8 points Understanding and application of relevant concepts, theories and literature
- Understanding and critical analysis of relevant theoretical, conceptual and practical debates and perspectives
 - Understanding and critical analysis of relevant academic literature

- 15 points Analysis and argument
- Articulation of a clear thesis, demonstrating critical engagement with the question and relevant materials
 - Development of a well-supported argument in response to the question

Final assignment – Take-home final or research paper (35%)

Deadline: 9:05 AM, Thursday 1 December

Option A: Take-home short essays

Take-home short essay questions will be posted to MyCourses after class on Thursday 24 November. The questions will be set out in two sections. The first section will include questions that focus primarily on material covered in Parts I, II and III of the course (Classes 2-9). The second section will include questions that focus primarily on material covered in Parts IV and V of the course (Classes 10-22). Students must answer **one** question from Part I and **two** questions from Part II, for a total of **three** short essays. Students are encouraged to integrate material and concepts from across different classes and sections of the course in their responses.

In contrast to the research paper option, effective responses to the short-essay questions will not necessarily involve extensive independent research, but can be answered by drawing on the materials addressed in lectures, conferences and in the required readings. However, students are welcome to integrate additional independent research in their response to the short essay questions.

Each short essay should be a maximum of 4 double-spaced pages, plus bibliography. Students are required to type their text in 12-point font with standard margins and double spaced text. Citations should be in-text (e.g. Madrigal 2022, 6) and must follow a standard academic format. Each short essay should define any key concepts/terms, and *must advance a clearly articulated and effectively supported argument (thesis)* that directly relates to and critically engages the essay question.

The final mark for the assignment will be determined on the basis of the average grade received for each of the three short essays. The question the student is answering in each essay must be clearly identified to avoid penalties.

Break-down of marks for each short essay

- 12 points Effective communication
- Clear and logical organization of ideas (structure of paper)
 - Pertinent examples
 - Style, grammar and spelling

- Standardized referencing according to academic conventions
- 8 points Understanding and application of relevant concepts, theories and literature
- Understanding and critical analysis of relevant theoretical, conceptual and practical debates and perspectives
 - Understanding and critical analysis of relevant academic literature
- 15 points Analysis and argument
- Articulation of a clear thesis, demonstrating critical engagement with the question and relevant materials
 - Development of a well-supported argument in response to the question

Option B: Research paper

With the permission of the instructor, students may opt to complete a final research paper in lieu of the take-home short essays. The final research paper should be a maximum of 12 double-spaced pages, plus bibliography. The topic must be addressed with extensive independent research going beyond the material covered in lectures. Topics best suited to this assignment are those that involve a *specific* theoretical debate, issue or case study related to disasters and development, and pose a carefully identified research question.

Students are required to type their text in 12-point font with standard margins. Use single spacing for block quotations and the bibliography. Citations should be in-text (e.g. Madrigal 2022, 6) and must follow a standard academic format.

Students who wish to complete a research paper in lieu of the short essays must propose their topic to the instructor by 5:00PM on Thursday 17 November and receive approval to pursue this option.

The final research paper must:

- Define the key terms used in the paper
- Explain the principal theoretical and conceptual debates related to the topic
- *Advance a clear argument (thesis)* effectively supported by empirical research and/or theoretical analysis
- Draw some conclusions and/or pose recommendations (if applicable).

Break-down of marks

- 12 points Effective communication
- Clear and logical organization of ideas (structure of paper)
 - Pertinent examples
 - Style, grammar and spelling
 - Standardized referencing according to academic conventions
- 8 points Understanding and application of relevant concepts, theories and literature
- Understanding and critical analysis of relevant theoretical, conceptual and practical debates and perspectives
 - Understanding and critical analysis of relevant academic literature
- 15 points Analysis and argument
- Clear articulation of student's position (thesis)

- Effective support provided for argument
- Quality of conclusions and/or recommendations

Extra credit opportunities

Course evaluations

In order to encourage the timely completion of course evaluations, each student will receive an extra 0.5% if at least 85% of enrolled students complete the on-line course evaluation on time. This will count toward participation grades. Please note that the participation grade is never to exceed the maximum percentage established for the course.

Land acknowledgement

Particularly as this is a class that grapples with questions about disasters and displacement, it is essential to recognize that we are meeting on unceded Indigenous lands. McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

General instructions and policies

Late policy

Written work is due at the start of class on the specified due dates. Late submissions will be subject to a 10% penalty *per day* (on the total maximum value of the assignment), starting with the due date. Extensions will only be granted in relation to illness and/or personal/family emergencies. If you are not able to submit your work on time, it is your responsibility to contact me in advance (or as soon as possible, in the case of an emergency) to confirm arrangements for submission of the work. If you do not contact me promptly, normal late penalties will apply.

Emailing

If you have substantive questions, please come to my office hours rather than raising them by email. I endeavour to reply to emails within two business days.

Language

In accordance 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.

Special needs and mental health concerns

As the instructor of this course I endeavour to provide an inclusive learning environment. If you experience barriers to learning in this course, please discuss them with me and the Office for Students with Disabilities.

Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; many [resources](#) are available on-campus, off-campus, and online.

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/students/srr/honest/ for more information).